

# **Views From the Field on Community College Transfer**



**Testimony to the Ad Hoc Committee on  
Community College Transfer of the  
California Postsecondary Education Commission**

# CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature

## Members of the Commission

The Commission consists of 15 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. The other six represent the major segments of postsecondary education in California.

As of early 1989, the Commissioners representing the general public are

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Claudia H. Hampton, Los Angeles, appointed by the Trustees of the California State University

Borgny Baird, Long Beach, appointed by the Board of Governors of the California Community Colleges

Harry Wugalter, Thousand Oaks, appointed by the Council for Private Postsecondary Educational Institutions

Armen Sarafian, Pasadena, appointed by the California State Board of Education

James B. Jamieson, San Luis Obispo, appointed by California's independent colleges and universities

## Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory planning and coordinating body, the Commission does not administer or govern any institutions, nor does it approve, authorize, or accredit any of them. Instead, it cooperates with other State agencies and non-governmental groups that perform these functions, while operating as an independent board with its own staff and its own specific duties of evaluation, coordination, and planning.

## Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, the Commission's meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request prior to the start of the meeting.

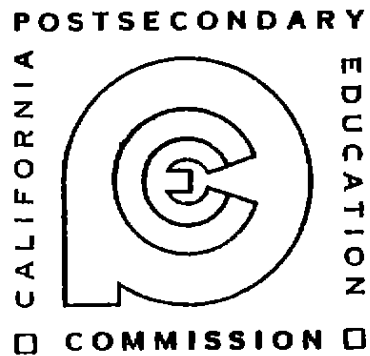
The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Kenneth B. O'Brien, who is appointed by the Commission.

The Commission publishes and distributes without charge some 40 to 50 reports each year on major issues confronting California postsecondary education. Recent reports are listed on the back cover.

Further information about the Commission, its meetings, its staff, and its publications may be obtained from the Commission offices at 1020 Twelfth Street, Third Floor, Sacramento, CA 95814-3985, telephone (916) 445-7933.

VIEWS FROM THE FIELD  
ON COMMUNITY COLLEGE TRANSFER

Testimony to the Ad Hoc Committee on Community College  
Transfer of the California Postsecondary Education Commission



CALIFORNIA POSTSECONDARY EDUCATION COMMISSION  
1020 Twelfth Street, Sacramento, California 95814

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DEL M. ANDERSON, Dean of Students, Los Angeles Harbor College 39

Project Access involves mandatory orientation and assessment of all new students at Los Angeles Harbor College, during which students fill out an Educational Planning Summary that is used to identify potential transfer students. The College also received a grant from the Ford Foundation this year for a special project to improve its transfer rate, with special emphasis on minority students.

JANIS COX COFFEY, Director of Education and Planning, Los Rios Community College District 49

Research centered around a student flow model is a crucial part of the Los Rios District's planning/implementation/evaluation process. What is learned from studies is fed back into program development, including a new Transfer Opportunity Program on each of the three campuses and a specially funded Ford Foundation minority transition program at Sacramento City College.

JOHN ERICKSON, EOPS Director, Palomar College 59

At least four factors must be considered in developing effective interinstitutional activities regarding transfer, based on the TRANS-SEND project at Palomar College: (1) the social and cultural environment of the target students, (2) institutionally biased perspectives, (3) individual and personal barriers, and (4) inter-segmental communication regarding transfer students.

JOSUÉ HOYOS, Director, Special Programs and Services, College of San Mateo 63

The relationship between the College of San Mateo and the University of California, Berkeley, has continued to develop in a positive manner over the last several years, but there are a number of practices at Berkeley which are not in the best interests of Community College transfer students.

KURT LAURIDSEN, Chair, Community College Council, and Director, Student Learning Center, University of California, Berkeley 65

The commitment of the Berkeley campus of the University of California to a vital partnership with California's Community Colleges is demonstrated in a set of specific actions that it either has taken or plans to take regarding transfer students.

ED TRONAAS, Dean of Instruction, Citrus College 71

Information about the educational goals and rate of transfer of Citrus College students over time, together with performance data for one group of transfer students, serves as background for five specific suggestions for action to strengthen the Community College structure and improve the transfer function.

EUNICE M. WOOD, Assistant Vice President, Instructional Programs, California State University, Long Beach 79

Among actions needed to improve Community College transfer are support of the California Articulation Number (CAN) project and a computerized articulation system, a regional challenge system for quality control, and sufficient funding to reduce class size and insure adequate transfer offerings in Community Colleges.

#### VIEWS OF FACULTY GROUPS

CARMEN M. DECKER and ROBERT M. SILVERMAN, Secretary and President, The Academic Senate for California Community Colleges 81

The Academic Senate remains committed to the importance of the Community College transfer function but calls attention to the critical need for adequate State funding for several specific programs and activities to strengthen this function. The Senate also calls for the improvement of intersegmental articulation, coordination of academic support services, and greater effort to identify and meet the needs of minority students.

NORMAN K. HOLSINGER, Southern Vice President, Community College Council/California Federation of Teachers 89

Research is needed in the areas of identifying the pool of potential transfer students, assessing the upper division performance of transfer students, and identifying reverse transfer students, in order to get the most complete picture of transfer possible. Underrepresentation of Black, Chicano, and Native American students among transfers is a problem that will not be solved by any one approach or without additional funds.

MARY ANN PACHECO, President, Community College Association, California Teachers Association 91

The Community College Association supports the work of the Academic Senate and the Board of Governors to improve the transfer function and makes additional recommendations in the areas of counseling, intersegmental faculty interaction, student support services, and transfer student data.

HENRY SCHOTT, President, Peralta Community College Academic Senate

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The transfer function is a central and relevant activity because it stimulates intellectual ferment and extends educational horizons for many students. However, the vocational and technical programs of Community Colleges attract good students who are recruited by industry before they complete their education and thus are not likely candidates for transfer.

#### A VIEW FROM OUTSIDE THE ACADEMY

SUSAN E. BROWN, Attorney, Mexican American Legal Defense and Education Fund

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Transfer statistics from Commission and other reports illustrate the problem of underrepresentation of Black and Chicano students among transfers from Community Colleges. To improve opportunities for such students to transfer will require identification and counseling of potential transfer students, mandated transfer admissions, simplification of the articulation process, and a new mechanism for coordinating transfer among the three segments of public higher education.

#### SEGMENTAL OVERVIEWS

Brother MEL ANDERSON, FSC, President, Saint Mary's College of California, representing the Association of Independent California Colleges and Universities

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Independent California colleges and universities offer opportunities for Community College transfer students, but problems in articulation, recruitment, and financial aid cannot be ignored. Suggestions are offered for making it easier for Community College students to transfer to these institutions.

ROBERT O. BESS, Assistant Vice Chancellor, Academic Affairs, The California State University

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Changes over time in the flow of Community College transfer students appear to reflect the California State University's enrollment priority policies as well as events external to the segment. The need for early identification of potential transfer students, common assessment of entry-level skills, increased faculty interaction, and implementation of policies and practices impacting upon both segments all need attention.



ALICE COX, Assistant Vice President, Student Academic Services,  
University of California 115

Both the University's Undergraduate Enrollment Plan and its new admission requirements for freshmen have implications for transfer students from Community Colleges. Most University of California campuses have established programs to assist local Community College students in transferring, but there are still issues and problems that need attention.

GUS GUICHARD, Executive Vice Chancellor, California Community  
Colleges 119

The Board of Governors has placed special emphasis on the transfer function as part of its basic agenda for 1984 and has a plan of action to obtain quantitative and qualitative information about transfer students and to improve information and support services for them. Improving articulation between Community Colleges and secondary schools is another concern of the Chancellor's Office.

#### VIEWS FROM ARIZONA AND THE NATIONAL SCENE

PAUL ELSNER, Chancellor, Maricopa County Community College  
District, Arizona 127

Arizona's higher education system differs from that of California in terms of its relative simplicity, its universities' tendency toward nonselective freshman admissions, and the level of tuition charged community college students. Still, the Maricopa District Community Colleges are making efforts like those of the California Community Colleges to improve course and program articulation and transfer opportunities, especially for Hispanic and other low-income students.

ARTHUR M. COHEN, President, Center for the Study of Community  
Colleges, Professor of Higher Education, University of California,  
Los Angeles; and Director, ERIC Clearinghouse for Junior Colleges. 137

The transfer function remains important because Community Colleges are the entry point in higher education for many who could not otherwise attend college. A distinction is needed, however, between the transfer program and the liberal arts program since many liberal arts students do not continue their formal education beyond the Community College, and many vocational/technical students transfer to baccalaureate programs. In any case, better data are needed to answer some of the major questions about transfer that the Committee is raising.

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## PREFACE

In December 1983, the California Postsecondary Education Commission accepted its Director's recommendation that it appoint an ad hoc committee to inquire into the health of the Community College transfer function and to assess public policy issues related to it. The Commission's Chairperson then appointed a ten-member Committee on Community College Transfer, which includes the Chairperson and Vice-Chairperson and representatives of the Regents of the University of California, the Trustees of the California State University, the Board of Governors of the California Community Colleges, California's independent colleges and universities, and the Council for Private Postsecondary Educational Institutions. It is chaired by a public member of the Commission

On January 30, 1984, the Committee adopted a prospectus to guide its work during what was expected to be a period of several months. However, at its second meeting on March 12, at which representatives of the four segments of California higher education testified, the need became clear for additional time for the Committee to hear from the field and thus to extend its schedule of work. To achieve this end, the Director invited testimony from interested parties in an open letter which accompanied the Director's Report for March 1984. More than 20 persons responded to the letter, some of whom later withdrew because of the severely limited time that would be available for oral testimony, given the large number of interested individuals and groups who responded. Letters were sent to all who asked to testify in advance of the meeting, in which they were encouraged to submit written testimony to the Committee

On April 30, the Committee heard 16 sets of testimony and received written testimony from three additional persons who did not speak. Most of the speakers discussed public policy issues and problems relating to transfer and articulation, but some described special programs to enhance the transfer function on their campuses, and still others presented findings from special transfer studies.

Campuses in all three segments of higher education were represented among those who testified; the group included chief executive officers, other campus and district administrators, and faculty groups, together with a staff attorney from the Mexican American Legal Defense and Education Fund.

A decision was made after the April meeting to publish the testimony in this special report, which seeks to contribute to the overall understanding of the transfer function by interested persons beyond the Commission. The March 12 testimony from the segments is also included, along with that given on June 11 by Paul Elsner of the Maricopa County Community College District in Arizona and by Arthur M. Cohen of UCLA. The appendices contain supplementary material in appendices about the transfer opportunity programs specially funded by the Ford Foundation in 1983-84 in eight urban California Community Colleges and about the policies and positions on transfer and related issues of the Academic Senate for California Community Colleges.

Some themes emerged from the testimony that might be stated as generalizations.

- Transfer from two- to four-year institutions is just one part of the articulation process
- Articulation should begin with the lower grades and continue through secondary schools and colleges and universities to the graduate level.
- Community Colleges are pivotal in any successful educational reform program, since the major flow of high school graduates to college is into Community Colleges.
- Transfer rates cannot be computed without knowing what the pool of potential transfer students is.
- Transfer education cannot be done cheaply.
- Whatever transfer problems we have at this time cannot be solved by any one segment of education or group of people acting alone; interaction and inter-segmental cooperative efforts are needed involving faculty members, counselors, administrators, and special program coordinators at both the campus and State levels.

The Commission hopes that this volume aids in strengthening this vital function.

#### Members of the Ad Hoc Committee on Community College Transfer

Roger C. Pettitt, Chairperson  
Darlene M. Laval, Vice Chairperson  
Sheldon W. Andelson  
Seth P. Brunner  
Mario Camara  
Seymour M. Farber  
Patricia Gandara  
Claudia H. Hampton  
Ralph J. Kaplan  
Jean M. Leonard

## DONALD R. GERTH

President, California State University, Dominguez Hills;  
President Designate, California State University, Sacramento

I would like to share my views about the relationship of the California Community Colleges to campuses of the California State University, which are not necessarily held by all of my colleagues, as well as the role of Community Colleges in the more conventional functions of higher education. These views have been shaped by my early perception growing up on the south side of Chicago that the Chicago junior colleges, and not the state university, were the real open door to higher education in Illinois, by my participation in the work attendant to the development of the California Master Plan for Higher Education in my early years in California, by almost 26 years as a faculty member and administrator in the California State University, and by the last ten years as a member and chair of the Admissions Advisory Council of the State University.

I should like to focus on four policy issues that relate to transfer: (1) the concept of transfer in the 1960 Master Plan, (2) reenforcement of the transfer role, (3) the building of a culturally pluralistic society with particular respect to transfer of students, and (4) the pivotal role that Community Colleges can play in high school preparation for all college and university admissions. Finally, I will discuss some broader issues that relate to the mission of the Community Colleges.

### CONCEPTS IN THE MASTER PLAN

The Master Plan for Higher Education in California confirmed what was for the most part already a fact in 1960. The junior colleges -- now the Community Colleges -- would be the third partner in undergraduate conventional higher education in the State. Indeed, the vast numbers of lower division conventional college and university students -- of whatever age and circumstance -- were to begin higher education in Community Colleges. That arrangement, as with much of the Master Plan, has stood the test of time as a practical way of structuring and organizing higher education. Indeed it still stands. If the Community Colleges did not exist as transfer institutions, we would invent them, or something like two-year regional transfer centers.

NOTE: The material has been adapted by the editor from the author's testimony to the Commission's Ad Hoc Committee and a paper delivered to the Community Colleges chief executive officers in October 1983.

Not unrelated to this matter of program definition is a matter I raise whenever I have the opportunity to do so -- finance. The Master Plan contemplated three public segments, on three different financial bases: the University of California, with an admixture of federal, private, and State funding; the California State University -- the people's university of this State -- with mostly State funding; and the Community Colleges, with mostly local and some State funding. Recent public policy changes have led to two and one-half State-funded systems of higher education. This is not economically rational, and hopefully some day soon some courageous political leaders will take on this issue. In the meantime, the program or educational consequences of this financial arrangement have been on the whole negative for the quality of education and the future economic well-being of California.

If we believe the tripartite definition of functions for public higher education in California is sound as public policy, and I certainly do, then we believe there is a strong role for the Community Colleges in lower division undergraduate conventional education. How do we make it work, or work better? How do we reinforce it?

## REINFORCING THE TRANSFER ROLE

Strengthening transfer education is a question I am less competent to address than are my colleagues in the Community Colleges, but let me offer a few observations and then some suggestions:

- Financial incentives should be provided to build and reinforce the quality and the adequacy of lower division education, district by district
- District and regional planning for the provision of lower division education should be encouraged.
- Much more cooperation with the University of California and the California State University should be sought. (I am mindful of Robert Bess' proposal elsewhere in this volume about common placement testing in English and mathematics. It is seemingly a simple thing, but one with great significance. Is anyone doing anything with it? Could Chancellor Hayward build this into the pilot college matriculation project?)
- The establishment of a Statewide blue-ribbon commission or task force on the Community Colleges and lower division university education would certainly get attention.

## BUILDING A CULTURALLY PLURALISTIC SOCIETY

We are building in California a new society. Culturally, ours is a pluralistic society such as none ever known before. I have liked to think of this

society as one that is pluralistic in its human texture and yet homogeneous in its values. The California Community Colleges are a major force in this profound societal change. While slightly less than half (42.4 percent) of all high school graduates go on to Community Colleges, more than 60 percent of all those who continue their education attend Community Colleges, and more than 80 percent of minority students from underrepresented groups who go on to higher education enroll in Community Colleges. In short, our poor and our minorities are concentrated in the Community Colleges and in only some four-year colleges and universities such as Dominguez Hills. These facts, though known for at least some time in higher education, are so startling as to demand a concerted effort, including more money, to increase the flow of underrepresented minorities through Community Colleges and successfully through baccalaureate and higher degree programs. This will require a Statewide effort from which none of us or our institutions are immune.

## HIGH SCHOOL PREPARATION FOR COLLEGE

The next matter I wish to address is that of the pivotal role the California Community Colleges can play in high school preparation for all college and university admissions. Indeed, the Community Colleges can play a major role in defining and achieving solutions to the qualitative issues before us in education. The reform of public education now underway in this State will not be successful without the active involvement of the Community Colleges. All of us in higher education need to speak with a common voice to the secondary schools and to their students and parents about the definition of an adequate and good high school education as preparation for college. If the Community Colleges are perceived as places where no high school preparation for college is needed, that is what they will get in significant measure. That would undercut all of our efforts to improve high schools and in turn undercut Community College efforts to reinforce sound transfer programs. This is not to say, at all, that Community Colleges should cease being the open door and should become selective. It is to say that the Community College voice, a penetrating one, needs to be heard on this issue.

I might note that in the California State University we are now moving to ask those in other segments of education to join with us in speaking with a common voice about adequate and good preparation for college and university work. We are all partners in the educational enterprise. The quality and processes of education are advantaged when we work closely together. And like all functioning partners, we need each other.

## OTHER ISSUES RELATED TO MISSION

Any reasonable assessment of the California Community Colleges over the past 20 years finds many major achievements: a market-oriented capacity from which all of us in higher education can learn; outreach to new student populations (especially those who are older, the poor, and underrepresented

minorities); and significant new program development. No one can doubt the present pivotal role of the Community Colleges.

All of us know that in 1960, when the Master Plan for Higher Education in California was agreed to, the public perception of the Community Colleges was one that focused first and primarily on lower division college or university work -- the transfer function -- and secondly on career or vocational education. What was true as a perception in 1960 is still fundamentally true as a perception in 1983. Much of the public still focuses on the lower division and on career and vocational education, although there have been changes. Some Community Colleges have shifted programs and the use of resources significantly -- even massively -- away from these traditional Community College responsibilities to new areas of continuing education and community and human development.

Economically, our society is demanding increasingly high levels of human capacity to continue the process of economic growth. Are we providing enough people with enough education and training to continue regenerating our society? Community Colleges serve the function of igniting the regenerative process for a major segment of our society. They must not be permitted to lose this function by being diverted to a "leisure industry provider." It may not matter very much if Community Colleges abandon recreational or human potential courses. It does matter very much if they become out of touch with production-related imperatives of a high-technology society.

I would like to share some generalizations about the Community Colleges and their relationships to the rest of higher education which, like all generalizations, are not always and everywhere true but may be generally accurate:

- In some Community Colleges, transfer programs have been weakened to a point where they no longer ensure that transfer students will succeed. In these institutions, it is difficult for students to build a solid transfer program.
- In some Community Colleges, aggressive counseling -- perhaps even any formal counseling -- for transfer students is hard to find. There is little or no identification and active tracking of transfer students.
- In some Community Colleges, remedial basic skills education -- a problem we all share -- is a low priority. Most communication with secondary schools and their students and parents has focused on the open door rather than the rigors of advanced study
- In some Community Colleges, there is seemingly little sense of a climate that encourages students to move beyond taking discreet courses to the definition of their educational objectives into coherent educational plans, and then building an educational program towards their objectives, whether these be transfer to a four-year college or university or achievement of a vocational or personal improvement goal.

In such Community Colleges, there needs to be a re-awakening of interest in effective assessment, advising, and counseling of students.



The transfer function in the California Community Colleges simply must receive attention and a restored sense of priority, even urgency. The only alternative is that suggested in the recent Brookings Institution study by Breneman and Nelson: "an educational division of labor . . . that would result in the community colleges enrolling fewer full-time academic transfer students of traditional college age . . . ." The transfer function may be in a terminal condition. This would be a fundamental shift in the Master Plan for the transfer function is critical to it, and the other segments of higher education would assume this heretofore Community College function of providing an open door, if you will, for at least traditional college-bound students, if it is to be carried out by anyone.

This change, a shift of the transfer function away from Community Colleges as we have known them in California, is not a practical or desirable one. This is not to say that there should be no modifications in the Master Plan; on the contrary, there should and must be modifications at this time, and the clear definition of the Community College mission may head the list. But what is needed more than modification is planning, to the turn of the century and beyond, that is hard-headed, people-oriented, and socially and economically sound. All or almost all of the people who will be in the work force and all of the people in our civic existence at the year 2000 are now alive. We can celebrate the early achievements of the Community Colleges to open access, to the very real educational advances of the last generation made by the minorities and the poor. But now, in 1983, we must address the matter of the transfer function. It is not tenable to consign more than half of California high school graduates and the vast majority of poor and minority high school graduates to a situation that oft times closes more educational doors than it opens. There is no reason why a viable transfer function should be incompatible with the Community Colleges. I would urge the reaffirmation of the Community College mission to recognize the transfer function as a priority of the first rank, and to recognize the career and vocational education function with it.

I would urge that this reaffirmation recognize that attention must be given to younger traditional students as well as to older students. There are some who believe that our attention to older students could set the State back educationally, but the needs of both groups must be met. I would urge that this reaffirmation restate with vigor the open door function of the California Community Colleges, a centerpiece among the historic educational policies that have built our society.

Lest anyone conclude that this approach is too ambitious, particularly financially ambitious, a note of realism about priorities should be added. The point has been made more than once that the range of choices about program, about what to be and what to become, is greater for Community Colleges than for any other kind of higher educational institution. If this is so, and I believe it to be, the need for a careful selection of individual institutional priorities among the declared missions of the Community Colleges is essential, and so is the careful orchestration of interdependence among Community Colleges, and even with other institutions. The continuing saga of scarce resources, certainly in the public sector, tells us clearly that no institution or very few, can be exhaustively comprehensive. Together we can and must be. What seems absolutely clear to me, within existing resources, is that no single Community College, or no district

in a multi-campus situation, can afford to downgrade the transfer function as a first priority, nor can the State allow this to happen.

It would be a mistake for the Community Colleges to make a choice between community and college. Over the years I have observed to myself occasionally that an individual Community College at a particular time seems to have made this choice, in either direction. If the Community Colleges generally, as a matter of public policy, were to choose only community or only college, we would need as a State and as communities to develop a new statewide network of institutions, at great cost, to fill the void created. This is neither necessary nor wise. The best insurance, indeed the only insurance against that happening, is a clear sense of mission and a stark choice among priorities. That is asking for a great deal in the real world, but no less is likely to suffice.

## INTERSEGMENTAL COOPERATION

I know that those of us in the four-year colleges and universities have sometimes not done our share in making working together productively possible and even likely. While not wanting to speak for all four-year institutions, I know that my campus seeks to work ever more closely with the Community Colleges -- to make common cause in improving basic skills preparation and student assessment, in smoothing the transition for students moving among our campuses and maximizing the use of our resources; in rebuilding baccalaureate programs emphasizing the arts and sciences and additional professional work for those many former Community College students who, some years later, want to go on with their education, and in making things happen cooperatively in regional partnerships with regional coordination. This can be done because it is being done. It is first of all a matter of will.

We need to take joint action because solving our lower division problems, let alone building a stable and healthy economy and a decent and humane pluralistic society, can only be addressed with the full effort of the entire higher educational enterprise. We are likely to accomplish these things for ourselves and for society only when we are clearly resolved among ourselves about our individual and educational purpose, when the society accepts and supports that purpose, and when we are willing -- all of us -- to work together across all organizational lines in education.

## REFERENCE

Breneman, D. W., and Nelson, S. C. Financing Community Colleges: An Economic Perspective. Washington, D.C.: The Brookings Institution, 1981.

## HILARY HSU

Chancellor, San Francisco Community College District

The San Francisco Community College District is extremely heartened by the renewed emphasis of the California Postsecondary Education Commission, the California Round Table on Educational Opportunity, and the Board of Governors of the California Community Colleges on the policy issues and problems related to the California Community Colleges' transfer function and by their desire to seek ways to revitalize this extremely important function. We in San Francisco have been committed to this effort for some time. My purpose is to focus on some of the broader issues and problems which our District feels must be cooperatively addressed by all three segments of public postsecondary education and by the Commission if we are to meet successfully the educational challenges of the 1980s and beyond and maintain a vital partnership in providing California citizens the educational opportunities outlined in the 1960 Master Plan for Higher Education.

One of the basic assumptions of the 1960 Master Plan with respect to the transfer function is that while the less successful, less well-prepared high school graduates are directed to the Community Colleges, these institutions are expected to raise these graduates' academic levels to that required for transfer to the University of California or the California State University within a period of two or three years. These same students, after their transfer to the University or the State University, are then expected to perform as well as the "native" students who were the "cream of the crop" when they finished high school. Needless to say, this was a formidable challenge in 1960; it has become even more so as a result of significant and far-reaching changes that have occurred in the California postsecondary educational environment since the 1960s -- changes that have affected and will continue to affect the transfer function. Some of these changes include:

- A shrinking pool of high school graduates;
- Significant declines in the levels of academic preparation of high school graduates;
- The changing nature of the Community College student population -- more ethnic minorities, more older, part-time students, more highly educated students seeking retraining opportunities;
- Changes in students' educational objectives, especially increased student demand for occupational and career-related programs;
- A decline in the number of students transferring to the University and the State University plus a corresponding increase in the number of freshmen enrolling in them and in the number of "reverse transfers" to Community Colleges; and
- A sustained period of underfunding for Community Colleges -- a still unresolved issue.

These changes require us to look at the transfer function in a new context different from that of the 1960s. They also call for a fresh examination of the appropriate roles and mutual responsibilities of Community Colleges, the University of California, and the California State University to insure the continuance of a healthy, viable transfer function. It is within this context that I hope the California Postsecondary Education Commission will exert its leadership to resolve the following four concerns as a part of its study of the transfer function.

#### THE NEED TO DEFINE THE POOL OF POTENTIAL TRANSFER STUDENTS IN COMMUNITY COLLEGES

Many recent studies and newspaper articles about the Community College transfer function have focused on the declining transfer rate in relation to increased total Community College enrollment. Such fallacious comparisons present a distorted picture of the transfer function and preclude any intelligent discussion of the variety of factors which influence the transfer rate. Therefore, the San Francisco Community College District supports the Chancellor's Office contention that the pool of potential transfer students in Community Colleges is ill-defined, thus allowing for these "disparate and often illogical comparisons of the transfer rate to be made to the detriment of the Community College transfer function" (Board of Governors' Agenda, April 1984).

A brief profile of San Francisco Community College District students illustrates the difficulties with this type of approach. In Fall 1982, our District enrolled 70,060 students. Of these students, 41,755 were enrolled in the Community College Centers -- the District's noncredit continuing education division; 15,981 were enrolled in the Day Division of the City College of San Francisco; and 12,424 were enrolled in the College's Evening Division. The District's 1982 biennial student information questionnaire provided the following demographic information about these students, their workload, and their educational objectives:

- 68 percent of District students are minorities -- 73 percent in the Centers Division and 62 percent at City College.
- Over one-half of District students live in households with annual incomes under \$10,000.
- The median age of students is 34 in the Centers Division, 30 in the City College Evening Division, and 22 in the College's Day Division -- the only Division whose students approximate the traditional college-age cohort.
- One in five District students already has a Community College degree or higher -- ranging from 14 percent of City College Day Division students and 17 percent of Centers Division students to 39 percent of City College Evening Division students (21 percent of whom have a bachelor's degree).

- The immediate educational objective of 20 percent of District students (over 30 percent in the Centers Division, where English as a second language courses represent 50 percent of the workload) is to improve their English skills. Another 33 percent have immediate career goals. Over 48 percent of City College Day Division students plan to transfer eventually (29 percent to the State University and 11 percent to the University of California), compared to only 20 percent of Evening Division students.
- Over 30 percent of Centers students work full time, as do 22 percent of City College Day Division students, and 78 percent of Evening Division students.
- In 1982, full-time students represented only 29 percent of City College's student body, compared to over 55 percent in 1968.
- In Fall 1982, 105 City College students transferred to the University of California and 905 transferred to the State University.

Given this profile of the San Francisco Community College District's students, to discuss its transfer rate in relation to its total student population is nothing less than a gross distortion. All 41,755 non-credit students in the Centers Division as well as a majority of City College's Evening Division students would have to be removed immediately from the base. To do less would be analogous to requiring the University and State University to include the students enrolled in their extension and continuing education programs and courses in their student base in deriving their graduation rates.

We must, of course, formulate more precise and meaningful criteria for determining potential transfer students and then devote the energy and resources to encourage these students to transfer by removing real or imagined barriers that impede their transfer. Furthermore, we need to openly discourage the perpetuation of inaccurate and misleading statistics that are unnecessarily harmful to the image of Community Colleges and result in discouraging potential transfer students who otherwise might be enrolling in our institutions.

#### MAINTAINING ACCESS FOR COMMUNITY COLLEGE TRANSFERS IN UPPER DIVISION PROGRAMS

A graph in the March 1984 Director's Report of the Postsecondary Education Commission depicting the trend over the past decade in the fields in which students have earned degrees dramatically illustrates the shifts in student demand to technology-related and business fields in the University and State University. The same shift in interest has occurred in Community Colleges, perhaps even more rapidly and extensively. Therefore, one of the most serious concerns which we must address now and in the coming years is how to maintain access for qualified Community College transfers to such upper division impacted programs as engineering, business and management, and computer and information sciences. This problem is further complicated by

significant increases in the lower division enrollments of public universities. At the Berkeley campus, for example, because of severe limitations on its enrollment capacity, Community College transfers interested in enrolling in oversubscribed majors must compete with students admitted to Berkeley as freshmen and with students transferring from other University and State University campuses. Often, transfer students with GPAs of 3.8 to 4.0 are unable to enter the upper division programs for which they have prepared so diligently.

If the Community Colleges are to continue to serve as a primary means of transfer to the University, then developing mechanisms to reserve space for these students becomes not only an ethical but a moral responsibility. Otherwise, we not only make a mockery of the transfer function, we also unwittingly encourage students not to transfer -- to seek instead short-term certificates or associate degrees with which they might find immediate entry-level employment but in the long term have no job mobility without further training. We cannot afford to waste the talent and potential of our students in such a costly manner.

#### FACILITATING STUDENT TRANSFER THROUGH MORE SYSTEMATIC ARTICULATION

The major focus of Community College articulation efforts in the past has been on facilitating the approval of their courses by four-year colleges and universities. Articulation problems with State University campuses have been much eased by the certification process provided by Executive Order 167 and the widespread consultation of Community College and State University faculty members and administrators in establishing general education patterns, but in the 1980s, all three public segments need to work cooperatively to make better use of technology in simplifying the articulation of courses and the transfer process. As a beginning, we should support such efforts as the California Articulation Number (CAN) system. While not a common course numbering system, CAN provides cross-referenced course identification numbers for about 100 commonly taught, lower division, transferable courses. By using such a system, and making such information available to students via computer programs and in college catalogs, not only will students know which lower division courses meet degree requirements of four-year institutions but also counselors will have more time to advise students about transfer and career options.

Another major effort needed in the 1980s is to expand at the local and regional level faculty consultation among institutions. Especially needed is dialogue among faculty in related disciplines on such issues as student competency levels, course content, required academic skills, and instructional strategies. This type of dialogue -- the real meaning of articulation -- will perhaps do more to overcome misconceptions and help to improve student performance and persistence than many of our previous, more formalized activities. The successful, cooperative intersegmental efforts initiated by the three Academic Senates in developing statements of competencies in English and mathematics for entering freshmen suggest the value of this

effort. Such dialogue will also help prevent such recent distressing developments as unilateral decisions on the part of some University and State University departments to move courses from lower division to upper division status or to change course requirements without consultation with Community College departments whose students and courses are adversely affected by such changes. This type of effort, however, requires more than the type of rhetorical encouragement given in the past by the chief executive officers of the segments -- it requires resources, incentives, and the total commitment of local administrators and faculty working cooperatively to institute and maintain such liaisons.

### THE NEED TO PUBLICIZE COMMUNITY COLLEGE CONTRIBUTIONS TO THE TRANSFER FUNCTION AND INTERSEGMENTAL COOPERATION THAT HAS IMPROVED IT

While the average California legislator and citizen may have been inundated with information about the decline of the Community College transfer function, seldom, if ever, do they read reports that demonstrate the significant contribution that Community Colleges have made in bridging the gap between high school students' level of preparation and the entry-level requirements of universities, or reports of intersegmental proposals that would improve the record. For example, a recent study of students transferring to Berkeley from northern California Community Colleges in 1980 and 1981 shows that their persistence at Berkeley compares favorably with that of students transferring from the State University and private colleges. In 1980, 82 percent of Berkeley's Community College transfer students were enrolled after four quarters, as were 88 percent in 1981. Furthermore, their first year GPAs were equivalent to the mean GPAs of all persisting sophomores and juniors from all sources, including native Berkeley freshmen. These data are all the more impressive in light of the high proportion of Community College students who were ineligible for admission to the University from high school, who were disadvantaged, or who were admitted by special action.

This type of report points out the necessity of providing faculty and administrators in all the segments, State officials, legislators, and the general public with information about the success rates of Community College transfers. Too often the performance and persistence rate of Community College transfers are discussed in isolation. However, when they are compared to appropriate control groups, for example, Community College transfers who were originally eligible for the University, compared to native University students, they compare very favorably. Publicizing these reports would do much to dispel many misconceptions about the Community College transfer function.

### CONCLUSION

I have focused on these four issues to the exclusion of others which may be as significant, mainly because I wish to emphasize the need for all segments of higher education to work cooperatively as partners in a very important enterprise. This emphasis in no way attempts to negate or diminish the

responsibility of Community Colleges to renew their responsibility to improve their methods of identifying and assisting potential transfer students, the quality and caliber of their transfer offerings, and their articulation with secondary schools in order to address more effectively the issue of student preparation. However, the complexity of the challenges which face us in the 1980s suggests the need for resolving whatever issues impede our efforts to remain a strong and viable partner in postsecondary education. Many positive recommendations have come forward to increase intersegmental cooperation from regional symposia and from successful cooperative models. We need to translate these recommendations into concrete actions and programs, and we need to secure the resources to assist us in these efforts. I hope that the Commission's recommendations will be an instrumental force in accomplishing these goals.



JOHN MCCUEN

President/Superintendent, Long Beach Community College District

Let me begin by discussing a few things I know about the transfer function:

1. I know that transfer education was one of the functions ascribed to California's Community Colleges in the 1960 Master Plan and that it continues to be described as a component function of the mission of the Community Colleges.
2. I know that the number of transfers accepted by the California State University and the University of California increased steadily from 1960 to 1975, decreased from 1976 to 1981, and appears to have increased again within the last two years.
3. I know that we are on the threshold of a new era of greater accountability and that this accountability will extend in some way to the transfer function.

These things I know. However, it is what I do not know, -- what we, all of us, do not know about the transfer function which is far more significant.

1. We do not know, for example, why the transfer rates increased for several years, why they decreased for several years, or why they are increasing again. Were we really doing a better job between 1960 and 1975? If so, a better job of what -- admitting, counseling, teaching, articulation? What did we change between 1976 and 1981 -- or was the controlling factor for the decline outside our institutions?
2. We do not know what a "successful" transfer rate is. Should it be some absolute number for each institution? Should it be some ratio of our total student body, a percentage of our full-time students, or a percentage of our students who originally expressed an interest in transferring? At our institution, the ratio of transfers to our total enrollment, day enrollment, full-time enrollment, and credit enrollment has remained almost exactly the same over the last five years, even though our actual number of transfers has declined by some 40 students.
3. We do not know what effect the changing populations in our communities have had on transfer rates. Are fewer students capable of transfer? Are fewer students interested in transfer? Over the last ten years we have seen an increase in our minority students from 20 percent to almost 50 percent of our student body. Over the last five years, we have seen a 7 percent decline in the number of our students who express an interest in transfer. Does any of us really know what impact these changes have had on our transfer rate?
4. We do not know what effect the "baby boom" and the current decline in the high school cohort have had, or are having, on transfer rate. The recent WICHE report on high school graduates in California indicates that the number of graduates has been in a decline and will continue to

decline until 1991. At our institution, we have seen a 5 percent decrease in our under-21 population, and the numbers are still dropping. Surely this is having some effect and, if WICHE is correct in its projections, will continue to have an effect on our transfer rate

5. We do not know if the numbers of transfer students being reported by the University of California and the California State University are consistently accurate. We continue to hear from our institutional research officers that there is a great discrepancy between the way these two systems count transfers. In fact, there apparently are different methodologies for "charging" transfers from one campus to another within each system.
6. We do not know enough about what the University and State University are doing to improve or retard the transfer rate. For example, David Gardner recently mentioned that the University had 100,000 more applicants for admission than it can accommodate. Surely that is having some effect, real or psychological, on students considering transfer to the University.
7. We do not yet know what effect current studies within the Community College system, such as those by the Matriculation Task Force, the Learning Assessment Retention Consortium, and the Ford Foundation projects at several of our colleges, will have on the transfer issue.
8. We do not know how much of a college's limited resources should be spent in assessing and placing students or if such assistance can be demonstrated to improve transfer.
9. We do not know how much of a college's limited counseling resources should be directed toward encouraging transfer or if such encouragement can be demonstrated to improve transfer.
10. We do not know what advice high school counselors are giving their students about transfer.
11. In short, we do not know who is transferring or why, nor do we know what actions at the high school, Community College, or four-year institutional level assist or impede an individual's ability to transfer.

#### DANGERS OF LIMITED KNOWLEDGE

We know that the Master Plan says that transfer education is one of the things Community Colleges should do, and we know something about the numbers who have transferred; but, in all honesty, we must all admit we know very little else. And the paucity of our knowledge places the Ad Hoc Committee of the Postsecondary Education Commission in a very dangerous position. The temptation is for the Committee to rush along through its published "phases," to produce a neatly printed set of policy recommendations, and to hold a press conference -- all without ever having gotten below the surface discussion of numbers. It could even be that this press conference could be held before the problem of the Committee's study had even been properly stated.

Let me illustrate the kind of thing I'm talking about. In the most recent edition of the Commission's Update of Community College Transfer Statistics (1984), mention is made several times that increased articulation efforts lead to increased transfer. This kind of hip-pocket analysis -- without any supporting research -- is precisely the stuff of which poor recommendations are all too often made. A colleague of mine recently mentioned that one Community College in his district made an all-out effort to improve articulation, and the result was that its transfer rate declined. Another college in the same district ignored articulation entirely, and its transfer rate went up. He did not know -- and none of us knows -- why either of these results occurred. It may very well be that after studying the issue we discover that improved articulation (such as the excellent project at Gavilan College) is a positive factor in improving transfer -- but the point is that now we simply do not know.

The critical problem here is that so many are acting as if they do know. David Gardner, for example, in a letter to me last week stated that "the transfer function is working less well today than it did earlier." A State Assembly report recently equated reduced numbers of Community College transfers with reduced quality. Both of these statements, among other things, treat the transfer function solely as a numbers game, which, by the way, I think the prospectus for the Ad Hoc Committee's study may also do.

It becomes clearer to me all the time that those interested in this issue should be looking at almost everything but the numbers. I know that numbers make the researcher's job easier. Nevertheless, I would like to suggest that the so-called "transfer problem," along with many other social problems, stem from the economy and polity, while education remains the scapegoat. I call the Committee's attention to Daniel Rossides' article in the April 1984 issue of Change and Robert Baron's article in the Winter 1984 Educational Record. Although heresy I know, there just may be periods in our nation's history when transferring to a four-year college or university simply may have less general appeal than at other times in our history. I just returned from a state where some community college people are beginning to talk this way.

What I would like to suggest, therefore, is that the Ad Hoc Committee postpone making any reports, policy analysis, suggestions, or recommendations until the transfer issue has been adequately studied. I would suggest that a joint research project be undertaken by representatives from the Community Colleges, the University, the State University, and the Commission to obtain reliable, mutually agreed-upon answers to the kinds of questions I raised above. Before this Committee makes recommendations about how to improve the stream of transfer students through baccalaureate degree programs, let's make sure we all know what forces are at work affecting the transfer rate and what realistic and potentially effective actions can be taken by the three segments to reinforce the positive forces and diminish the negative forces. In fact, let's first be sure that the transfer rate is what we want to improve, or change.

The numbers have been improving; the decline appears to have been temporarily arrested. No harm can come from taking the time now to study the transfer phenomenon calmly and objectively. The Ad Hoc Committee could make no more important contribution to the discussion of the transfer issue than to

resist the temptation to prescribe a remedy until a careful diagnosis of the problem has been completed.

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RUDY MELONE and JOHN HANSELL

President/Superintendent, and Chairman, Language Arts Department,  
Gavilan College

Articulation has always been an important function of Community Colleges. Students coming from high schools and other educational experiences must have their previously earned credits honored, for proper placement in courses which follow in appropriate sequence to meet students' goals. Further, courses offered for transfer to four-year institutions must be acceptable at the same level of courses offered in lower division by the receiving institution. Historically, very little attention has been paid by Community College officials and faculty to the high school level of articulation. Most of the focus of concern has been centered on agreements with the senior transfer institutions.

#### PROBLEMS AND ISSUES IN ARTICULATION

During the past decade there has been a noticeable decline in students transferring from Community Colleges to four-year institutions in California (Lombardi, 1979; California Postsecondary Education Commission, 1976, 1979, 1980). This trend has been attributed to several reasons by the previously noted authors: increased competition for declining high school graduates by postsecondary institutions, increased emphasis on vocational programs by Community Colleges, as well as their growing involvement with remedial education. Finally, an increasingly older population of students entering Community Colleges is also restricting the numbers transferring into upper division studies.

While all the foregoing reasons contribute to the decline in transfers, the lack of a clearly defined and ongoing role for individual Community Colleges or districts may well be a contributing factor. Articulation, it would seem, is almost always defined by the single function of "transfers." Indeed, its success appears to be measured simply in terms of numbers. The process -- if "process" it is -- is perfunctorily carried out by a two-way information-sharing activity. Instructional officers at the colleges inform university officials of courses deemed transferable, a decision is made at the university level; and final accord is developed. Very little, if any, discussion is carried on by subject-area faculty at each of the institutional levels regarding specific learning outcomes or performance standards for students.

This testimony is adapted from pages 4-14 of a five-year review project report on the Gavilan Articulation Project submitted to the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges by the Gavilan Joint Community College District, January 1984.

Recently, an equally high level of concern has been expressed about the need for closer relationships between high schools and colleges. The Chancellor of the California Community Colleges has called for a special emphasis on articulation between the schools and colleges, as has the California Postsecondary Education Commission. In his comprehensive report on the high schools, Ernest Boyer (1983) has noted this need even on the national level. These linkages, he claims, are needed in order to "establish academic standards, permit students to move more flexibly from one level to another, enrich the work of classroom teachers, and strengthen education programs at the local school."

## ORIGINS OF THE GAVILAN ARTICULATION PROJECT

It was for many of the foregoing reasons that the Gavilan Articulation Project (GAP) was conceived in 1982. Relations were strong between Gavilan College and its three local high school districts of Gilroy, Morgan Hill, and San Benito. These ties had been created as a result of annual meetings and exchanges of information between counselors at both levels. They had been further intensified through close curriculum planning in occupational programs developed jointly with the Regional Occupation Programs (ROP) in such areas as nursing, auto mechanics, and auto body and fender. In these areas, faculty had been intimately involved in developing articulated curricula, which made it possible for students to move as surely and smoothly as possible to the next learning level of their chosen vocations. True, there was substantial involvement by instructional administration in developing the ROP-related curricula. The key to its working success for students, however, was the direct involvement of faculty and their acceptance of the content of the courses at each level and the means by which student assessment would take place for movement through the sequences developed.

It was equally apparent that Gavilan College has a responsibility, as do all Community Colleges, to carry on close articulation with other groups. All occupational curricula must be planned and kept current through close communication with advisory committees comprised of representatives from the practicing world of that vocation. Further, close ties and communication need to be maintained between the college and a variety of local and State agencies. These multiple relationships argued for more than administrative involvement. If there was to be genuine coordination, it must reach beyond the "administrivia" of information and paper exchange. It must necessarily involve faculty curriculum expertise and expand the knowledge and understanding of that curriculum content and measurement by all parties involved.

Meanwhile, other activities by Statewide organizations offered additional prospects for consideration within the framework of the project. The Learning, Assessment, Retention Consortium (LARC) had developed some accord on the definition of terms which sometimes cause confusion, i.e., "basic," "remedial," and "developmental" education. They had developed, at least graphically, a recommended model for how students would move in and through the Community College program best suited to their needs. In addition, the Statewide academic senates of the California Community Colleges, the California State

University, and the University of California had cooperated in developing minimum college-level standards in the areas of English, reading, and mathematics. Eventually, it is planned to incorporate these two efforts into GAP so as to have a holistic model.

## ARTICULATION AND ACCREDITATION

Just as the articulation project was being considered at Gavilan College, a reminder arrived that the college was due for its fifth-year accreditation review in the spring of 1984. One of the alternatives in such interim reviews is to focus on a special project which could be of special interest and value to the institution. This approach was proposed to the Gavilan Faculty Senate, the Board of Trustees, and the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, with subsequent approval from each of these groups during the latter months of the 1981-82 academic year.

In the proposal to the Accrediting Commission, the overall goal of the project was stated in the following manner.

to establish an articulation model for transfer courses involving high schools, community colleges, and four-year institutions which would be continuing in nature and potentially replicated in other community college districts in relationship to their high schools and neighboring four-year institutions. . . .

A specific objective would be to involve appropriate local agencies and state-wide agencies in the planning and implementation of such a model so as to achieve the goal within a two-year period of time and to obtain commitment to the model, the process, the outcomes and proper assessment.

The GAP Planning Committee consisted of the following persons:

Bill Mathews, Principal, Live Oak High School (subsequently replaced by Barbara Gillespie)

Bill Keig, Assistant Superintendent, Instructional Services, Morgan Hill Unified School District (subsequently left position)

Gregory Hearn, District Superintendent, San Benito Joint Union High School District

Dick Lowery, Vice Principal-Curriculum, San Benito High School

Richard Imler, Principal, Gilroy High School

Joyce Flanagan, Assistant Superintendent, Gilroy High School

William Haldeman, Administrator, California Postsecondary Education Commission

Ronald Farland, Administrator, College Services, Chancellor's Office, California Community Colleges

Peter Hirsch, Associate Executive Director, California Association of Community Colleges

Fauneil Rinn, Associate Dean, Undergraduate Studies, San Jose State University (subsequently replaced by Marcia Canton)

Gordon Brown, Office for Relation with Schools, University of California, Santa Cruz

Robert Swenson, Executive Director, Accrediting Commission for Community and Junior Colleges

William Reimal, Dean of Instruction, Gavilan College

Rene Diaz-Lefebvre, Tony Ruiz, Jerry Flook, and Susan Dodd, Faculty Senate Representatives, Gavilan College

Rudy Melone, Superintendent/President, Gavilan College

The committee met for the first time in September 1982. Beyond reaching accord with the fundamental purposes and need for such an articulation model and its stated goal, the members made the following recommendations: limit the first phase of the project to the subject areas of reading, writing, mathematics, physical sciences, and life sciences; examine all existing assessment instruments at all institutional levels; and start with the high schools and then move ahead with the four-year institutions. Perhaps the greatest support given was to the fact that faculty at each institution would be most involved in conversation with each other. The greatest caution given was to keep such dialogue centered on content and assessment without reference to individual teaching styles or methodologies.

The Gavilan College Superintendent/President had discussed at some length with the superintendents of the three high school districts served by the College the underlying concepts of the project and its need and potential values, and the support of the high schools had been assured. Therefore, the next step of bringing together the Gavilan faculty and high school faculties in the agreed-upon subject areas was readily accomplished.

## FACULTY ACTIVITY AND OUTCOMES

An objective in implementing the project was to identify the key faculty members at each of the four institutions who could provide knowledgeable representation in each of the curricular areas to the articulated. This group of faculty were invited to the College for a luncheon meeting, at



which time they were given an overview of the project. Activities accomplished to date were explained, and objectives for future accomplishment were presented and discussed.

In spring 1983, Gavilan faculty began the process of putting the College curriculum in each of the discipline areas into a flow-chart format. These charts displayed the various levels which students may enter depending upon their academic preparation. They also depicted the sequence of the courses offered at the College. These charts were then sent to the high school faculty with a request that they do the same with the disciplines that they were representing.

The first drafts were completed by the high schools in the early fall of 1983. There was continuous dialogue between the College and the high schools during this period of time, as each of the schools has a slightly different approach to the labeling and sequencing of curricula.

During October and November, the College scheduled meetings on each high school campus between the high school curriculum representatives and the College curriculum representatives. These discussions dealt with each of the courses offered by the high school in each of the disciplines. The courses were placed in sequence and categorized as "diploma," "college credit," or "honors" courses. Detailed discussions were held concerning the college prep and honors courses relative to what level students successfully completing an advanced high school course could enter at the College in the same discipline. In some cases it was determined that these students could have some course or testing prerequisites waived at the College. Following the meetings, curriculum sequence flow charts were typed up and sent back to the high school faculty for modification or confirmation. These flow charts are now complete for the year, as illustrated by the four charts appended on pages 25-28 which indicate the outcome model for the field of English. It is understood that there must be an annual review by each of the high schools in order to keep the information up to date. These flow charts should be useful to both high school and college counselors and academic advisors in interpreting the curriculum to students.

Subsequent meetings between College and high school faculty members involved the exchange of course textbooks, comparison of goals and objectives, and agreement on the part of Gavilan faculty to waive some course prerequisites on an experimental basis for selective groups of high school students completing advanced courses with high grades. In addition, Gavilan English composition instructors exchanged rated student compositions with faculty in two of the high schools to clarify expected levels of student performance and to help standardize evaluations of student performances.

Interspersed with the meetings with the local high schools were meetings with faculty from San Jose State University and the University of California, Santa Cruz. These involved a general update of the project for all participants, followed by individual meetings in each of the discipline areas. Also discussed briefly were general education issues and certification issues. A meeting between Gavilan faculty and San Jose State University faculty resulted in the forwarding of English course outlines from San Jose State which could be used by Gavilan faculty for possible curriculum modification, especially in light of the change from Gavilan's quarter system to the semester system. Preliminary information exchange has also occurred between

faculty members of the University of California, Santa Cruz and Gavilan. University faculty from both campuses were very supportive of the project and looked forward to a continuing dialogue with the high school and College discipline representatives. Later this spring or early fall, all discipline faculty from all levels will be brought together at one time for an afternoon meeting at Gavilan College, preceded by a morning meeting with the Statewide advisory committee.

## EXPECTED OUTCOMES OF THE PROJECT

A number of valuable outcomes are expected from the Gavilan Articulation Project. Some of them are readily apparent, while others are more subtle and will depend on the people involved. The immediate and more apparent ones can be described in the following ways:

1. Students should be able to avoid unnecessary duplication of course work, make a smoother and more certain transition from course to course and level to level, and better determine their placement in appropriate courses from year to year as well as level to level.
2. Faculty should be able to experience professional growth opportunities, particularly as they maintain continuous contact with colleagues at other levels. They should be able to refine their course content, teaching-learning methodologies, and assessment instruments and techniques, and conduct classes with students who are more correctly placed.
3. The institutions as a whole should also benefit. For all of them, resources can be more properly distributed as their curriculum is refined and their need for teachers, supplies, and equipment are more surely identified. Communications should be improved between and among the institutions involved, and roles from level to level should become more clear.

Further, the effectiveness of their educational programs should improve through clearly defined learning outcomes and evaluation procedures. Gavilan College will benefit specifically through better recognition by students of its programs, which will benefit recruitment. Since new Title V regulations will mandate a plan of articulation with high schools and four-year institutions within two years, the College is well ahead of this new requirement. The four-year institutions should also experience better success with recruitment from the high schools as well as the College and should expect a higher quality of students from all institutions as a result of curricular agreements.

A number of less obvious outcomes are part of the hopes for this project. The results of research and new learning at the four-year institutions could be more rapidly infused into the curriculum at all levels. New information about how people learn can excite new teaching-learning strategies. Special partnerships could be developed between levels for concurrent enrollment and possible acceleration of student progress. Joint appointments and/or exchanges of faculty could be arranged for professional growth and renewal while also providing teachers at all levels a better understanding of common problems.

as well as differences. Finally, the dominant goal of education, to provide a higher quality of learning and living, may be more attainable.

## NEXT STEPS IN THE PROJECT

With the advent of Title V regulations mandating articulation plans by all Community Colleges in California, GAP is even more timely than when first conceived two years ago. However, it also makes it more imperative that appropriate means of disseminating the current status of the project be developed. Some alternatives will be discussed with the advisory committee.

Revisions and new directions may well be suggested for the project by the Statewide advisory committee and the visiting five-year review team of the Accrediting Commission for Community and Junior Colleges. These suggestions will be incorporated into the report prior to its distribution.

Two other future activities are of special interest at Gavilan College. The first is the development of a testing and placement program for students regardless of their most recent educational experiences or activities. The second is active participation with the Learning, Assessment, and Retention Consortium (LARC). One of the College's most immediate goals, therefore, will be to fit those two components together with GAP into a total model and process.

Another, but long-term goal, is to develop a computer program by which to access and fully accommodate the discipline-by-discipline and course-to-course information developed by faculty. This will make the work of GAP immediately available to each of the institutions involved, allow revisions to be made easily and quickly, and permit other disciplines to follow the model developed by GAP. Other institutions that wish to examine the model developed at Gavilan College may also have access to the information so as to ease and expedite their own articulation plans

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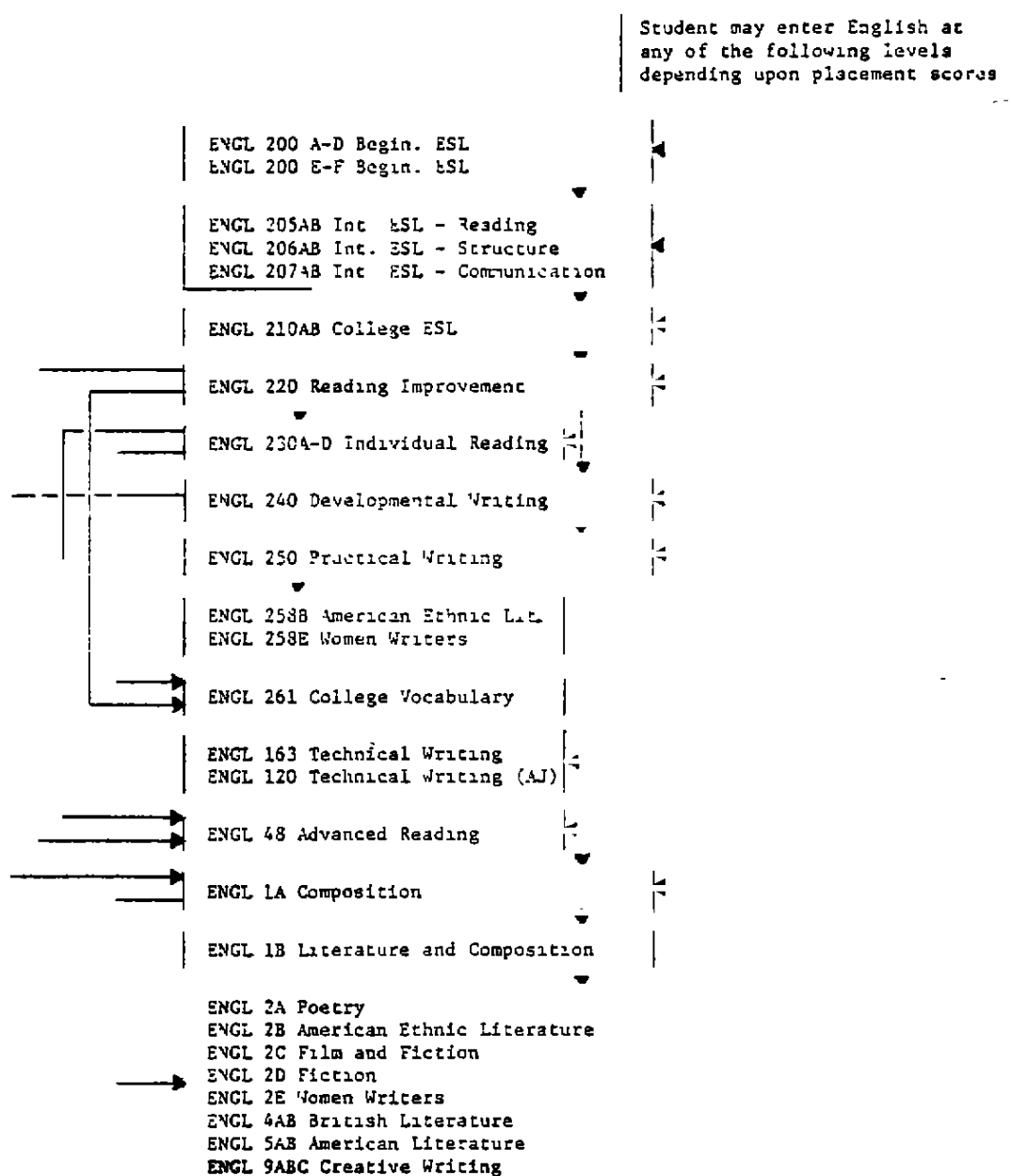
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Lombardi, John. "The Decline of Transfer Education." Topical Paper 70.  
Los Angeles: ERIC Clearinghouse for Junior Colleges, 1979.

# SEQUENCE OF ENGLISH COURSES OFFERED AT GAVILAN COLLEGE



SEQUENCE OF ENGLISH COURSES  
OFFERED AT GILROY HIGH SCHOOL

E N T R Y   L E V E L S

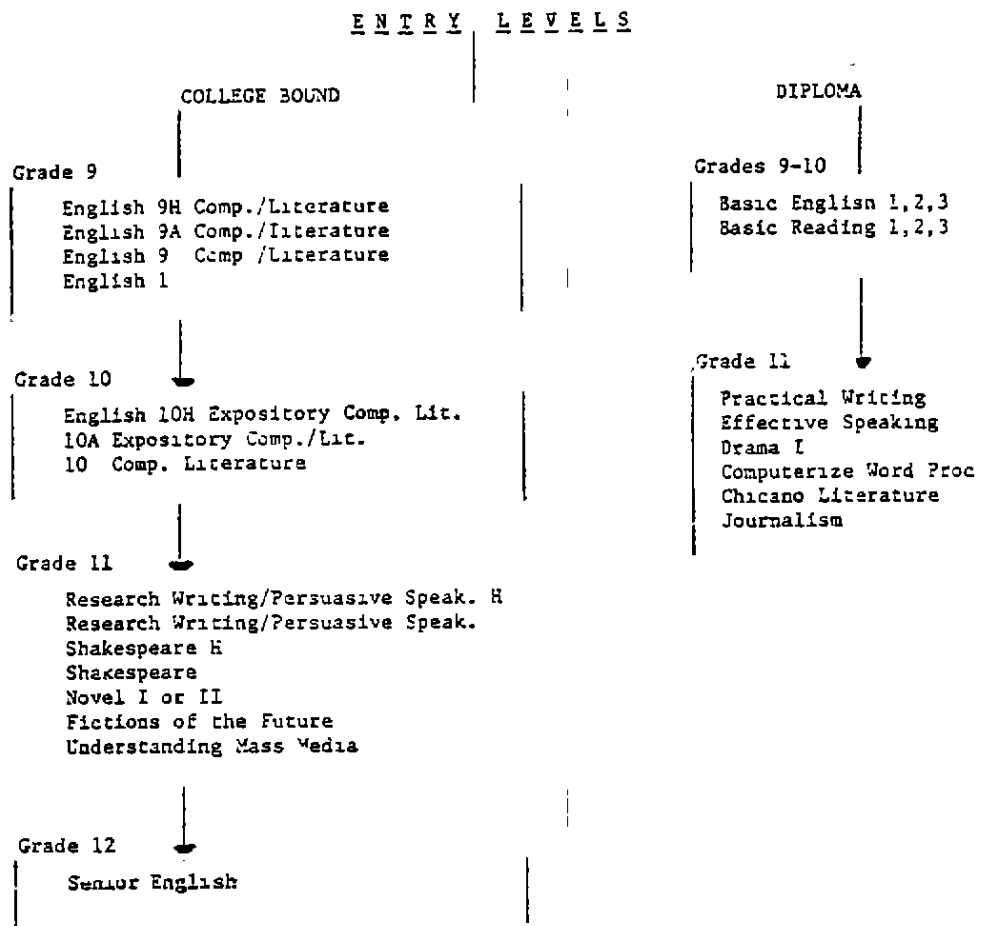
College Bound	Diploma
Grade 9	Grades 9-10
English 1 (C P.) (Y)	Reading Lab Basic Skills (Y) English 1
Grades 10-12	Grades 10-12
Adv. Creative Writing Steinbeck/Short Story A Women's Literature Intro Journalism Adv. Journalism World Literature Speech Debate Hemingway/Short Story B Bible as Literature Science Fiction Composition Shakespeare/Selected Readings	Senior English Review (S) (Y) Reading Improvement Developmental Reading Writing About Issues Books You Missed Mythology Mass Media/Oral Commun. Frontier/Fantasy Literature Creative Writing/Rec. Reading Sports Heroes/Legends/Lit. Focus on Youth/Recreat. Read. Play Read./Film Apprec. General Writing English Review (S) (Y) Business English Drama I & II
Grades 10-12	
American Literature (S) (Y)	
Grades 11, 12	
British Literature (S) (Y)	

(S) (Y) = 1 Semester or 1 year in length

(Y) = 1 Year in length

No Symbol = 1 Semester in length

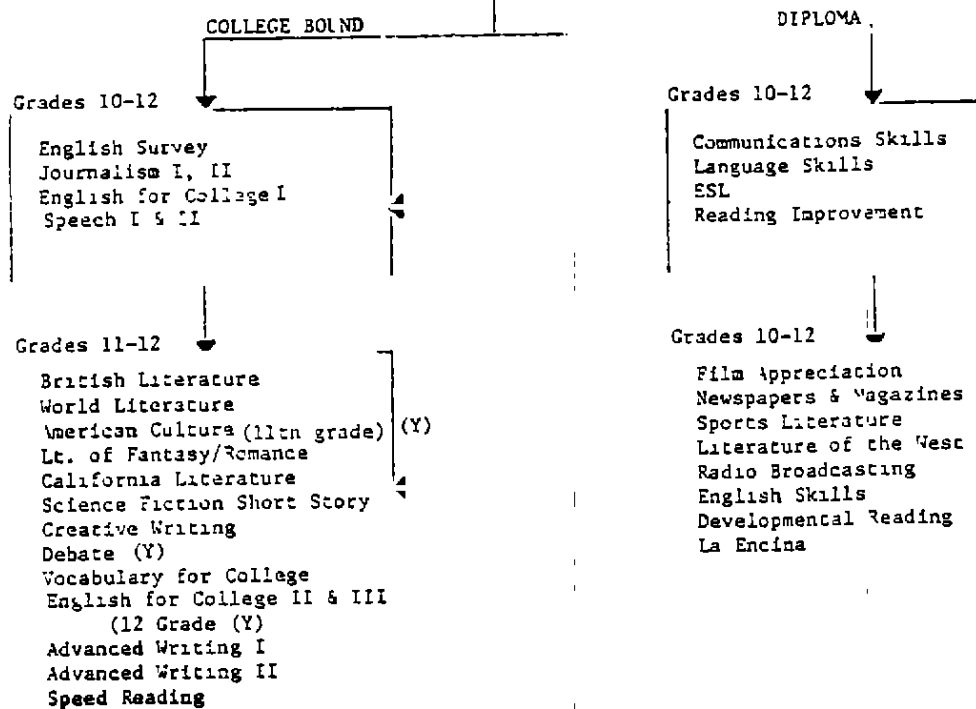
SEQUENCE OF ENGLISH COURSES  
OFFERED AT  
SAN BENITO JOINT UNION HIGH SCHOOL



Courses listed under college bound are U.C. approved courses as submitted on annual approval list.

SEQUENCE OF ENGLISH COURSES  
OFFERED AT LIVE OAK HIGH SCHOOL

E N T R Y   L E V E L S





ABEL B SYKES, JR.

President/Superintendent, Compton Community College

It is well that the California Postsecondary Education Commission is taking an active interest in the number of Community College students transferring to public universities. Not only is there an imperative need to ensure that this important source of undergraduate enrollments at the University of California and the California State University remains a reliable one; there is an overriding need at both State and national levels for ever-increasing numbers of well-prepared young people in a long list of specialized instructional areas.

At Compton Community College, this situation has been a topic of real concern for the past decade and a half. As early as 1971, we were actively engaged in a program called the CCC-UCLA Consortium under which special efforts were made to facilitate the successful preparation and transfer of qualified Compton students to upper division work at UCLA. Meagerly funded and supported by a great deal of volunteer overtime effort on the part of both faculty and staff members, the program easily proved its potential worth. Between 1971 and 1977, 375 Compton students transferred to UCLA. Figures on the 342 who made the step in the years between 1971 and 1976 show that 75.6 percent were either graduated from UCLA itself or from a State University campus to which they had subsequently re-transferred, or left in good standing. The failure rate, in contrast, was only 21.5 percent -- a figure most educators will recognize as very favorable.

Other figures demonstrating the impressive success of this effort are furnished in Table 1.

We were able to accomplish these results because the CCC-UCLA Consortium stressed early identification of potential transfers, mandatory skills development workshops, personally tailored study and counseling sessions, an array of carry-over services at the University, and students' perception that they were engaged in a positive and prestigious experience.

Lack of funding -- a familiar condition on Community College campuses these past years -- brought about the collapse of this valuable program after 1977. Compton transfers to all University campuses have since declined to an average of five per year. Most of these still choose UCLA; at 33 miles' distance, it is nevertheless the closest of the system's campuses.

The foregoing is offered to establish Compton's credentials. I shall return to a further particularization of Compton's situation further on. First, however, let us look for a moment at the more general picture confronting the Commission and ourselves, notably as it relates to our shared concern for minority transfers.

**TABLE 1** *Numbers and Percentages of Students in the CCC-UCLA Consortium, 1971-72 Through 1975-76*

Status of Students	<u>1971-72</u>	<u>1972-73</u>	<u>1973-74</u>	<u>1974-75</u>	<u>1975-76</u>	<u>TOTAL</u>
Selected for the Consortium Program	75	75	100	56	36	342
Completed the Consortium Program	53 (70.6%)	64 (85.3%)	69 (69.0%)	42 (75.0%)	27 (75.0%)	255 (74.5%)
Received UCLA Degrees or were in Good Standing	38 (71.6%)	42 (65.6%)	50 (72.4%)	22 (52.3%)	18 (66.6%)	170 (66.6%)
Attended Other Four-Year Institutions	0 (0.0%)	1 (1.5%)	10 (14.4%)	0 (0.0%)	0 (0.0%)	11 (4.3%)
Left in Good Standing	3 (5.6%)	2 (3.1%)	1 (1.49%)	5 (11.4%)	1 (3.7%)	12 (4.7%)
Left in Academic Difficulty	7 (13.2%)	12 (18.7%)	0 (0.0%)	9 (21.4%)	8 (29.6%)	36 (14.1%)
Dismissed	5 (9.4%)	7 (10.9%)	1 (1.4%)	6 (14.2%)	0 (0.0%)	19 (7.4%)
Never Attended a University	0 (0.0%)	0 (0.0%)	5 (7.2%)	0 (0.0%)	0 (0.0%)	5 (1.9%)
Records Unavailable	0 (0.0%)	0 (0.0%)	2 (2.8%)	0 (0.0%)	0 (0.0%)	2 (0.7%)

Source: 1975 report by Adolfo Bermeo and Doris Dempsey of Compton College and by Twyla Stewart.

## TRANSFER OF MINORITY STUDENTS

According to the most recent Commission data, except for Asians, minority students statewide continue to be a smaller proportion of transfer students than of the overall Community College student population. It is also true Statewide that Black and Latin students are not entering the University or the State University directly from high school in any great numbers.

Black and Latin students totaled 36.5 percent of all graduates from Los Angeles County high schools in 1981. Of these, 2.5 percent were admitted directly into the University, 8.5 percent into the State University, and 39 percent into the Community Colleges. It is readily apparent that the Community

Colleges represent an advantageous ground for the identification, motivation, development, and successful transfer of large numbers of high-potential minority students.

To date, however, no special attention has been forthcoming at the State level for this potentially rewarding lode of qualified minority transfers; nor has any special incentive been offered to make it attractive for the Community Colleges themselves to devote the extra dollars and energies -- both in scarce supply -- to the development of their potential. Small wonder, then, that from 1978 to 1981, Black students were only 2.5 percent of all University graduates, and Latin students were scarcely more numerous at 4.0 percent. In the same period, moreover, despite the established preference of minority students for State University over University campuses, the corresponding State University figures are but little better: 4.1 percent for Black students, and 5.4 percent for Latin students.

With favorable attention, on the other hand, much could also be done to improve the present Statewide record of Community Colleges in sending transfer students to upper division study, presently hovering around 3.1 percent. This, in turn -- as supported by our own experience in the CCC-UCLA Consortium -- could have a salutary effect on the numbers of minority students graduating from the State's four-year institutions.

The validity of this belief could be checked at minimal cost via pilot programs implemented at selected Community Colleges -- Compton, East Los Angeles, and Merritt, for example -- which serve areas having large concentrations of Black and Latin students. I have not the least doubt that special programs modeled after the CCC-UCLA Consortium could play a major role in the development of greater minority representation in higher education and, by extension, industry and commerce.

## SPECIAL NEEDS OF NONTRADITIONAL TRANSFER STUDENTS

In this connection, I would like to emphasize an important point: Our experience has demonstrated that traditional methods are not adequate to the needs of nontraditional students. A great deal of individual attention is required. Fortunately, much of that attention can be provided by tutors and peer counselors, both recruitable and trainable for relatively low expenditures. It is essential, however, that the program have full institutional endorsement and moral support, in addition to whatever funds are allocated for salaried staff, space, supplies, and other amenities.

Much can be accomplished when there is individual commitment and a willingness to make a personal investment of free time and energy. But if the program is to be successful on a long-term basis, that commitment must be backed by institutional money. It was the lack of adequate financial support which ultimately caused the CCC-UCLA Consortium to lose momentum. It is the infusion of new money -- only \$25,000 the first year -- which is enabling us to put together an even better program, one which offers the very real prospect of being able to double our present minority transfer groups to about 350 per year.

In that connection, let me point out parenthetically that MALDEF identified Compton Community College as having transferred only five Black students to University of California campuses in 1980. But in the same year we sent 181 Black students to State University campuses. That number happens to represent 8.5 percent of all the Black transfer students from all California's Community Colleges to all 19 State University campuses that year

In short, Compton is clearly committed to the transfer program. In the recent past, financial strictures have prevented the sort of close attention which made our earlier efforts so successful, but thanks to the Ford Foundation development grant and a separate agreement recently signed with Lockheed Aircraft, our efforts are again bent toward helping minority students to make the transition to upper division work.

### COMPTON'S FORD FOUNDATION AND LOCKHEED PROGRAMS

The new program funded by the Ford Foundation will place even more emphasis on reaching potential transfer students while they are still in the secondary school. We are working with counselors at 11 local schools to identify students having transfer potential and get them involved with our programs while still in high school. Simultaneously we have selected and signed articulation agreements with 11 public and private colleges and universities in the Los Angeles area, plus five historically Black colleges in the East. Our program will be presented to the Ford Foundation this summer for evaluation. If it is accepted, and once the wrinkles are ironed out, it will be made available to other interested institutions for replication.

Meanwhile, our arrangement with Lockheed offers special assistance to students in mathematics and science who are drawn to careers in engineering and computer sciences -- two areas in which excellent job opportunities exist, but in which both Blacks and Latins have had a disproportionately low percentage of majors.

This analysis only scratches the surface. The point, however, is clear if not particularly insightful: If California wants more transfer students out of its Community Colleges, these colleges can provide them -- at a price. In past years, the proportion of funding received by Community Colleges has not compared favorably with that awarded to the University and the State University. In 1983-84, this has been egregiously true. It is to be hoped that, if the role of the Community Colleges is to be re-evaluated as part of the forthcoming review of the Master Plan for Higher Education, the means will also be found to finance adequately whatever responsibilities that role may be determined to encompass.

## CONNIE ANDERSON

### Director, SBCC/UCSB Transition Program

This is the second year for the SBCC/UCSB Transition Program, a jointly funded cooperative effort between Santa Barbara City College and the University of California at Santa Barbara. The purpose of the program is to enhance all aspects of the transfer process between the two institutions, in order to motivate potential transfer students to pursue their education through the baccalaureate level. Particular attention is given to those students who are underrepresented or who do not traditionally enroll at the University. In addition, a key element of the program is to undertake efforts to improve the academic preparation and retention of those students who transfer from the City College to the University.

### PROGRAM ACTIVITIES

One basic activity of the program has been the development of articulation agreements between the two institutions for 50 academic majors so that students at City College will know exactly what course work they should complete prior to transferring to the University of California, Santa Barbara. These agreements have been reproduced, as illustrated in the attached packet of materials, and are utilized by counselors for counseling potential transfer students. In addition, a series of informational meetings are held for prospective transfer students with faculty and staff representatives from the various academic departments at the University. Informational mailings, including a newsletter for these transfers, are sent to students on a regular basis.

Santa Barbara City College faculty meet with University faculty to discuss mutual concerns about course articulation and preparation. As a result, some curriculum changes are considered to better meet the needs of the transfer student.

In addition, cooperative programs between the College and the University are underway in the local high schools. The purpose of these programs is to attract, motivate, and prepare underrepresented transfer students. Also, the two institutions work together to identify and provide services at the College for those underrepresented students that intend to transfer. This includes a computer tracking and advisement system which monitors a student's academic progress from their senior year in high school through the College, and on to enrollment at the University. In addition, a minority transition class is offered at the College to provide students with study skills, peer support, and information about transferring to the University.

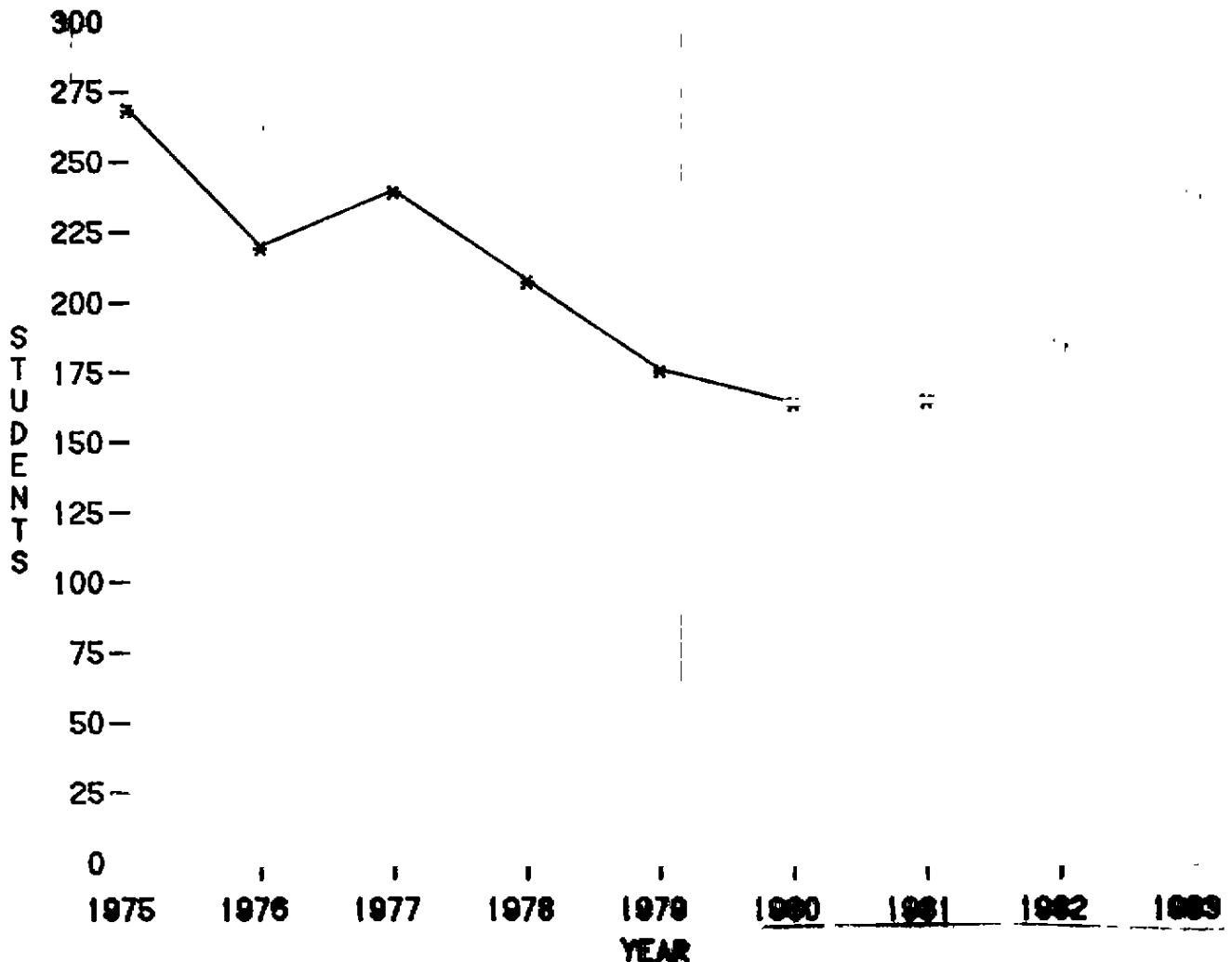
A special feature of the Transition Program is a concurrent enrollment opportunity. Santa Barbara City College students who participate in the Transition Program are able to enroll in one course per quarter at the University while still attending City College. This aspect of the program

is particularly beneficial for those students unable to complete all course preparation for transfer because these courses are not offered at City College.

Figure 1 below indicates the trend of transfers from City College to the University since 1975. As can be seen, by 1983, the number of transfers had returned to 1976-1978 levels, after reaching a low in 1980 and 1981.

The materials between pages 35 and 39 include examples of the program's brochures and mailings as well as a sample articulation agreement.

*FIGURE 1 Number of Students Transferring from Santa Barbara City College to the University of California, Santa Barbara, Fall 1975 Through Fall 1983*



## ADAPTABLE ELEMENTS OF THE PROGRAM

As an example of a jointly funded transfer program between one Community College and a University of California campus located within the same community, certain elements of the Transition Program could be adapted to other settings:

1. Identification of Potential Transfer Students. Through the admission data base, the names and addresses of potential transfer students can be retrieved by academic major, ethnic group, or other categorization for mailings and advisement.
2. Advisement and Tracking of Potential Transfers: An academic plan can be established early in a student's career, based on an assessment of the student's skill level, academic major, and his or her intended college of transfer. A system can be implemented to monitor a student's progress in meeting academic goals on a regular basis.
3. Articulation Articulation agreements between Community Colleges and four-year institutions can be established which outline the course work a student should undertake for transfer, including preparation for academic majors, general education requirements, and any special screening for admission to impacted majors
4. Transfer Information: Information can be disseminated to students about the success of the program. However, given the financial state of the Community Colleges, controversy may surface about expenditures for such a program.

## POLICY ISSUES TO BE ADDRESSED

Certain policy issues have also surfaced during the implementation of the Transition Program

1. The Extended Opportunity Programs and Services (EOPS) at the Community Colleges serve only very low-income students. Many minority students who are educationally disadvantaged are not able to receive support services they need under EOPS guidelines. Often these are students who, with additional support, could transfer to a four-year institution.
2. Although the University of California has "partnership" programs for minority students in the junior high schools and high schools, there are no "partnership" programs for those students attending Community Colleges before transferring to the University.
3. Overall, the paucity of articulation agreements between Community Colleges and four-year institutions makes it extremely difficult for students to plan their programs for transfer

UNIVERSITY OF CALIFORNIA, SANTA BARBARA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA

SANTA BARBARA, CALIFORNIA 93106

October 1, 1983

Dear Prospective UCSB Student:

Welcome to Fall semester at Santa Barbara City College! Since you indicated on your application for admission to SBCC that you might eventually want to transfer to UCSB, I wanted to inform you about the SBCC/UCSB Transition Program.

The SBCC/UCSB Transition Program is designed to assist you in your preparation for the University while you are a student at Santa Barbara City College. This Fall, a series of programs have been scheduled to provide you with information on various academic majors at UCSB and with information on applying for admission to UCSB. I've enclosed a copy of the schedule. If you cannot attend a presentation, you will be able to view a videotape of the presentations in the Career Center at SBCC.

In addition, I've enclosed a copy of the booklet "How to Transfer to UCSB". This booklet should be of assistance to you in planning your academic program at SBCC. The key to a smooth transition from SBCC to UCSB is to plan your academic program for transfer early in your career at SBCC.

For further information about transferring to UCSB, you should make an appointment to meet with a counselor at SBCC. They are located in the Administration Building, Room A145 (965-0581, ext. 285).

Best wishes to you as you pursue your academic career.

Sincerely,

A handwritten signature in cursive script that reads "Connie Anderson".

Connie Anderson, Director  
SBCC/UCSB Transition Program

CA:slp  
Encl.



**SBCC/UCSB TRANSITION PROGRAM  
FALL, 1983 SEMINARS**

October - 12	UCSB's College of Engineering & Computer Science Majors
Noon	Dr. Henry Nawoj, Advisor, College of Engineering, UCSB
SBCC, Rm. A211	Joyce Carasa, Advisor, Computer Science, UCSB
October - 19	College & University Day
10 am - 2 pm	Representatives from various University of California
walkway in front of	campuses and other colleges and universities will be
the Campus Center.	available to talk about admissions and academic programs.
October - 26	Preparing for a Career in Business
Noon	Kate Silsbury, Coordinator, Applied Learning Program, UCSB
SBCC, Rm. A211	Career Planning & Placement Services
	The Economics Department at UCSB
	Mike Terrel, Advisor, Department of Economics, UCSB
November - 2	Applying for Admission to UCSB
Noon	Representatives from Admissions, Financial Aid, and
SBCC, Rm. A211	EOP, UCSB
November - 9	The History & Political Science Departments at UCSB
Noon	The various academic majors offered and preparation
SBCC, Rm. A211	for transfer.
November - 11	Preview Day at UCSB
Cheadle Hall, Rm. 1234	Preview Day is an open house for prospective students to
UCSB	UCSB. Academic advisors, financial aid advisors,
	admission advisors, etc , will be available. Also, you
	will have an opportunity to visit UCSB classes and tour
	the facilities
November - 16	<u>Pre-Law at UCSB</u>
Noon	How to prepare for law school including choosing an
SBCC, Rm. A211	appropriate academic major
	Britt Johnson, Advisor, College of Letters & Science, UCSB
November - 30	Liberal Studies Major at UCSB
Noon	Regina Fletcher, Advisory, College of Letters & Science, UCSB
SBCC, Rm. A211	Preparing for a Teaching Career
	Isabella Reilly, Advisor, Graduate School of Education, UCSB

ATTENTION PROSPECTIVE UCSB TRANSFER STUDENTS!!!

## **IMPORTANT ADMISSIONS UPDATE:**

JANUARY 31, 1984 IS THE LAST DAY TO APPLY FOR ADMISSION TO UCSB FOR FALL QUARTER 1984! GET YOUR APPLICATION IN TO THE UCSB ADMISSIONS OFFICE BY JANUARY 31 IF YOU WISH TO BEGIN CLASSES IN THE FALL.

\*\*\*\*\*

## **Financial Aid Deadlines!**

THE APPLICATION DEADLINE FOR ALL FINANCIAL AID AND SCHOLARSHIPS IS FEBRUARY 9! A REPRESENTATIVE FROM UCSB'S FINANCIAL AID OFFICE WILL BE AVAILABLE TO MEET WITH YOU AT SBCC ON WEDNESDAY, JANUARY 18, FROM 12:00 - 2:00 PM, IN ROOM SC 1.

\*\*\*\*\*

FOR MORE INFORMATION, CONTACT CONNIE ANDERSON  
AT THE COUNSELING CENTER AT SBCC, 965-0581, x202.

ENGINEERING (B S.)  
UCSB/SBCC ARTICULATION AGREEMENT  
1983 - 1984



The College of Engineering at UCSB is requiring that all the preparation for engineering majors that is offered at SBCC must be completed before transferring to UCSB. Listed below on the left are the courses required for major preparation at UCSB, the right-hand column lists courses at SBCC that are equivalent to, or will substitute for, the courses required at UCSB. Listed on the back of this sheet are the general education requirements for the College of Engineering. It is not necessary to complete the general education requirements to transfer.

You should also be aware that there may be additional screening of your grade point average and/or other factors to gain admittance to the College of Engineering. Since engineering in general is oversubscribed, admission to the engineering major is fairly competitive.

**UCSB COURSE REQUIREMENTS**

**SBCC COURSES**

**Required courses for all degrees:**

Chemistry 1A-1AL, 1B-1BL, 1C-1CL  
Engineering 3  
Engineering electives (15 Qtr units)  
Mathematics 3 ABC  
Mathematics 5 ABC  
Physics 7A, 7B, 7C-CL, 7D-DL

Chemistry 5 & 6  
Computer Science 19 is acceptable  
Engineering 5 & 6 acceptable  
Math 25 & 26  
Math 27 & 28  
Physics 21,22,23

**Chemical Engineering add:**

Chemical Engineering 10  
Chemical Engineering 110 A&B  
Electrical & Computer Engineering 6A&B

No equivalent course  
No equivalent course  
No equivalent course

**Electrical Engineering add:**

Electrical & Computer Engineering 2A  
Electrical & Computer Engineering 2B  
Electrical & Computer Engineering 2C  
Electrical & Computer Engineering 15A

No equivalent course  
No equivalent course  
No equivalent course  
No equivalent course

**Mechanical Engineering add:**

Electrical & Computer Engineering 6A&B  
Mechanical Engineering 14,15

No equivalent course  
Engineering 15 meets this requirement

**Nuclear Engineering add:**

Electrical & Computer Engineering 6A&B  
Nuclear Engineering 10  
Nuclear Engineering 112

No equivalent course  
No equivalent course  
No equivalent course

**\*\*Note:** Transfer students entering Electrical Engineering may substitute ECE 138A, B, BL for ECE 2ABC. ECE 138 A, B, BL is taken fall quarter and permits transfer students to complete their program in two academic years.



### What if you're undecided about an academic major?

Many students, preparing for careers have not chosen an academic major. In fact, these students who have chosen a major, frequently change their major at least once before they graduate from UCSB. If you are undecided, you should plan to sample courses in a variety of fields to define your focus and to lay the groundwork for upper division courses in those areas of general interest. You should also review the major sheets available in the SBCC Counseling Center for each of your prospective majors to determine if any specific courses in preparation for a major must be taken at UCSB to ensure normal progress towards graduation at UCSB. Since you will be expected to declare a major when you transfer to UCSB in your junior year, you should use your time at SBCC to define your academic interests.

In addition, you should utilize the Career Center at SBCC (Student Services Building, Room 171) to assist you in defining your educational and career goals. The Career Center has

a testing program to evaluate your career interests, a Career Resource Library which includes information describing over 20,000 different careers, career planning seminars, classes and workshops, and career counselors that are available by appointment to assist you.

### What are the general education requirements at U.C. Santa Barbara?

UCSB has three colleges: the College of Letters & Science, the College of Engineering and the College of Creative Studies. Each of these colleges have general education requirements that must be completed prior to graduating from UCSB. In addition to taking course preparation for your academic major at SBCC, you should also begin to take classes that will fulfill UCSB's general education requirements, particularly the English composition requirements. Sheets describing UCSB's general education requirements are available in the Counseling Office at SBCC.

## UCSB SBCC TRANSITION PROGRAM

### contact:

Cynthia Anderson, Director  
SBCC/UCSB Transition Program  
Room A 133, SBCC, (805) 965-0581  
ext. 267

Sylvia Tomas, Coordinator  
SBCC/UCSB Minority Transition  
Program  
Room SC 18, SBCC, (805) 965-0581  
ext. 393

### For assistance in planning your academic program for transfer

### contact:

SBCC:  
Counseling Office  
Room A 145, SBCC, (805) 965-0581  
ext. 265

UCSB:  
Office of Relations with Schools  
Room 1254, Green Hall, UCSB  
(805) 961-2425



### Transferring to UCSB

## UCSB SBCC TRANSITION PROGRAM



### So you think you want to transfer to UCSB after attending SBCC?

The SBCC/UCSB Transition Program is a cooperative program between Santa Barbara City College and U.C. Santa Barbara designed to assist you in planning for transfer to U.C. Santa Barbara. Individual academic achievement, special programs and workshops, a newsletter and academic major sheets are offered through the program. A concurrent treatment opportunity is available for students who want to enroll in a course at UCSB while still attending Santa Barbara City College. In addition, a component of the Transition Program specifically assists underrepresented students in pursuing higher education beyond a two-year college degree.

### How do you plan a program for transfer?

It is important that you begin to plan for transfer early in your career at Santa Barbara City College. Don't wait until your second year at SBCC to get started! You should meet with a counselor at the SBCC Counseling Office to plan an appropriate academic program. In addition, become familiar with the resources available at SBCC, including the Career Center, the Learning Assistance Center, EOP, and other services which will assist you academically and psychologically for a smooth transition to UCSB.

- A checklist for transfer:
- Meet admission requirements to UCSB as a transfer student.
  - Take coursework required in preparation for your academic major.
  - Complete special admission screening requirements for your transfer major if applicable.
  - If undecided about a major, take coursework at SBCC that will help define your interests and utilize the services of the SBCC Career Center.
  - Fill in your academic program with classes that will meet UCSB's general education requirements.



### What are the requirements for admission to UCSB as a transfer student?

The requirements for admission to UCSB vary depending upon whether you were eligible to attend the University from high school or not. If you were eligible from high school, you will be able to transfer to UCSB at any time if you have maintained at least a 2.0 grade-point average in your transferable coursework and are in good academic standing. If you were not eligible from high school, you must complete 56 semester units of transferable coursework with a grade-point average of a 2.4 that is approximately two years of full-time coursework.

Some academic majors at UCSB have more applicants for admission than can be accommodated; therefore, additional requirements may be imposed. To determine your eligibility for admission to UCSB into the academic major of your choice, you should either meet with a counselor at SBCC's Counseling Office or make an appointment with an admissions advisor at UCSB.

### How do you determine what courses to take in preparation for your academic major?

UCSB offers approximately 70 academic majors. Each of these majors has course preparation which a student is expected to complete prior to undertaking major requirements in their junior year of college. It is particularly crucial to have as much (if not all) of your course preparation completed prior to transferring to UCSB if you are planning on majoring in the sciences, foreign language, computer science, or engineering.

You may find in reviewing the major course preparation that you will not have the background necessary to enroll in some of the courses specified. So you may also need to complete necessary prerequisite courses to enroll in the major preparation coursework. The Counseling Office at SBCC has major sheets available which outline the course preparation required at UCSB and the courses you should take at SBCC to fulfill these requirements.

## DEL M. ANDERSON

Dean of Students, Los Angeles Harbor College

Two programs at Los Angeles Harbor College have led to improvements in student performance, instruction, and transfer rates -- Project Access, and the Ford Foundation Urban Transfer Project.

### PROJECT ACCESS

In Fall 1982, Harbor College implemented a program of mandatory orientation and assessment of all new students known as Project Access. Background information on this program appears on the following page, but its components can be summarized as follows:

1. All new students are required to attend orientation regardless of the number of units they plan to take. The emphasis is on orientation, although testing is part of the process. Each student who picks up an application is given a copy of the letter reproduced on page 41, outlining the requirements and a schedule of sessions. Students are not permitted to register without proof of attendance at orientation or a form indicating that a counselor has waived the requirement. Typically, waivers are for students with an associate degree or higher and for students who can demonstrate to a counselor's satisfaction that they should not be required to attend. The burden of getting out of the requirement is on the student.
2. The three-hour orientation includes the following:
  - Completing an Educational Planning Summary (page 42), which solicits not only demographic data but also assesses the student's need for remedial work in basic skills, assistance with English as a second language, financial aid, and other services. This four-part NCR Form drives a Counseling/Advising-oriented data base where individual student need can be identified and follow-up can be provided with computer support.
  - Testing in basic skills including language usage, reading, and numerical skills or elementary algebra. Advanced tests in reading and mathematics can also be administered. The tests, developed by the American College Testing Program (ACT) for the Los Angeles Community College District, take approximately one hour and 15 minutes to administer. The tests are scored on a Scantron machine; the results are returned to the student during the orientation session, followed by program advising by a counselor.
  - Viewing a 20-minute videotape which explains academic regulations such as probation and disqualification, use of the catalog and class schedule, definitions of important terms, location of services on campus, and an introduction to key people on campus.

THE LOS ANGELES COMMUNITY COLLEGE DISTRICT'S  
PILOT PROGRAM FOR RECRUITMENT/RETENTION/AND TRANSFER

This program focuses on (1) proper course placement (2) intrusive counseling (3) curriculum revision for basic skills courses and (4) increased "intersegmental" cooperation, i.e., between high schools, community colleges, and senior institutions. Two critical components to ensure successful coordination are the development of a COMPUTER TRACKING SYSTEM and implementation of MANDATORY ORIENTATION/ASSESSMENT of all new students, full or part-time, by means of a nationally normed set of instruments. These instruments are provided by the American College Testing Program (ACT) in partnership with the District in Project ASSET. Assessment of Skills for Successful Entry and Transfer.

In Fall '82 a "pilot" and two comparison groups of students were randomly selected from entering first-time students at three of the ten District colleges, Harbor, Mission, and Trade-Tech. Differences in treatment included the assessment instrument administered and the follow-up pursued. These students are to be tracked over three years and data accumulated on their relative retention within and between semesters, on units attempted and completed, and GPA. Early results are promising, and the computer model used for providing information to counselors and students is being refined and extended as the utility of the data becomes apparent. In Fall '83, three additional colleges will join this effort, which will serve at least 55,000 students 37% Black, 31% Hispanic, 9% Asian and 22% Anglo.

#### COMPUTER-SUPPORTED ACTIVITIES

The computer tracking system will allow for follow-up from a student's entry to the college, through his/her program, to his/her eventual transfer to employment or further education. Computer-generated information for the counselors, such as the student's study list, mid-term progress report requests, update on goals/transfer intentions, and semester reviews, will be available for follow-up counseling.

Data compiled will be analyzed to determine lack of "success predictors" and to schedule intrusive counseling for such students. It will also point to the need for increased basic skills instruction and possibly the need for different delivery systems.

Connected by this computer tracking system, activities include the following:

- (1) ORIENTATION/ASSESSMENT--Mandatory orientation and assessment of all new students is to be implemented. Student competencies in reading, language usage, and in numerical or algebra skills are assessed. Student plans, educational goals, and needs for support services are determined.
- (2) COUNSELING ACTIVITIES--Based on assessments, students receive course placement advisement, career guidance and other referrals. Follow-up counseling is made possible through evaluation of computer-generated information. High risk students are identified for individual counseling, others are recommended for group counseling, such as by majors for transfer information.
- (3) INSTRUCTION--Counseling and instruction cooperatively determine needs for course sections offered. Special emphasis is placed on basic skills. Course/program prerequisites may be established. Students requiring concurrent enrollment in basic skills courses are identified.
- (4) TRANSFER FUNCTION--Early identification of students with transfer intent increases the potential for intersegmental cooperation and allows senior institutions easier access to transfer students. The ability to track students facilitates the formation of honors and mentors programs, affiliation groups of students desiring to transfer to the same institution, and the redirection of students toward non-traditional programs.



Los Angeles Harbor College • 1111 FIGUEROA PLACE • WILMINGTON, CALIFORNIA 90744 • (213) 518-1000  
Spring 1984

Dear student applicant

Welcome to Harbor College! This is a reminder that all students who have applied to attend Harbor College this Spring are required to attend the New Student Orientation and take the college assessment prior to registration if they have not done so in the past year. Please make an appointment at the Information Desk.

You may complete both activities on any one of the dates scheduled below. Orientation sessions will be held in LRC 125 beginning January 9 through February 9, 1984. Bring two No. 2 pencils for taking the test. Please note that the door will be locked at the scheduled time--plan to arrive a few minutes early.

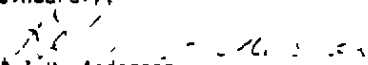
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1/9 1-4 PM 6-9 PM	1/10 1-4 PM 6-9 PM	1/11 9 AM-12 PM 1-4 PM 6-9 PM	1/12 1-4 PM 6-9 PM	1/13 9 AM-12 PM 1-4 PM
1/16 HOLIDAY	1/17 9 AM-12 PM 1-4 PM 6-9 PM	1/18 9 AM-12 PM 1-4 PM 6-9 PM	1/19 9 AM-12 PM 1-4 PM 6-9 PM	1/20 9 AM-12 PM 1-4 PM
1/23 1-4 PM 6-9 PM	1/24 1-4 PM 6-9 PM	1/25 9 AM-12 PM 1-4 PM 6-9 PM	1/26 1-4 PM 6-9 PM	1/27 9 AM-12 PM 1-4 PM
1/30	1/31	2/1 9 AM-12 PM 6-9 PM	2/2 1-4 PM	2/3 9 AM-12 PM 1-4 PM
2/6 6-9 PM	2/7 1-4 PM	2/8 9 AM-12 PM	2/9 6-9 PM	

We hope that this orientation program will assist you in your college career. Students who have earned the associate degree or higher may have this requirement waived by showing a copy of a transcript or diploma or a copy of their previous attendance at an orientation session to a counselor.

Please do not bring friends, parents, or children as they will not be admitted to the orientation session. Calculators of any kind will not be permitted. Sessions are scheduled for three (3) hours and there will be no early dismissal.

Students who plan to register late should be aware that late registration is conducted on a day-to-day basis and may be closed at any time if the College has reached its enrollment goals.

Sincerely,

  
Del M. Anderson  
Dean, Student Services

# Los Angeles Community College District

## Project ASSET Educational Planning Summary BACKGROUND AND PLANS SUMMARY

Keep the white copy of this form with you  
during your attendance at the institution

Today's date

(Please print)

### NAME OF CAMPUS

1. NAME  
Last First MI (middle)  
Social Security number Area code Telephone number

2. DATE OF BIRTH  
Month Day Year

3. SEX ☐ Female ☐ Male 4. VETERAN ☐ Yes ☐ No

### 5. ETHNIC BACKGROUND (Optional)

- ☐ 1. Black/Afro American ☐ 5. American Indian/  
Alaskan Native  
☐ 2. Chicano/Hispanic/  
Mexican-American ☐ 6. Filipino  
☐ 3. White/Caucasian ☐ 7. Other  
☐ 4. Asian/Pacific Islander ☐ 8. Prefer not to respond

6. IS ENGLISH YOUR PRIMARY LANGUAGE? ☐ Yes ☐ No

### 7. TYPE OF HIGH SCHOOL CERTIFICATE

- ☐ 1. H.S. Diploma ☐ 4. Cert. of Completion ☐ 6. Not a H.S. Graduate  
☐ 2. GED ☐ 5. Foreign Secondary ☐ 7. Early entry student  
☐ 3. Proficiency Exam

Name of high school City State Last date attended

### 8. NUMBER OF PREVIOUS COLLEGE UNITS EARNED

None Quarter units Semester units

### 9. HIGHEST COLLEGE DEGREE OR CERTIFICATE EARNED

- ☐ 1. No degree at this time ☐ 4. Bachelor's Degree  
☐ 2. Certificate ☐ 5. Master's Degree or beyond  
☐ 3. Associate Degree ☐ 6. Other

Last college attended Last date attended

### 10. MOST RECENT COURSES AND GRADES EARNED

Math Course Year Grade  
English Course Year Grade  
Science Course Year Grade

### 11. ENROLLMENT PLANS

- ☐ 1. Spring 19\_\_\_\_ ☐ 1. Full-time (12 units or more) ☐ 1. Day  
☐ 2. Summer 19\_\_\_\_ ☐ 2. Part-time ☐ 2. Evening  
☐ 3. Fall 19\_\_\_\_ ☐ 3. Day and Evening

### SKILLS ASSESSMENT SUMMARY

Number Correct Course Name  
1. Language Usage  
2. Reading  
3. Numerical  
4. Elementary Algebra  
5. Intermediate Algebra  
6. College Algebra  
7. Advanced Language Usage  
8. Clerical  
9. Mechanical Reasoning  
10. Space Relations

### Recommendations

Course Name

### Student's Plan

Number Course Name Number  
1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_  
5. \_\_\_\_\_  
6. \_\_\_\_\_  
7. \_\_\_\_\_  
8. \_\_\_\_\_  
9. \_\_\_\_\_  
10. \_\_\_\_\_

Student Signature

Counselor-Advisor

Date

Telephone number

WHITE—Student  
CANARY—Counselor-Advisor  
PINK—College  
GOLD—College 187

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3. Students are advised and placed in English composition classes based on their test scores. Harbor College has three levels of English composition and English as a second language classes. Each English faculty member gives a writing assignment on the first day of class, and students with borderline scores may be advanced to the next level at the discretion of the instructor. There is also an informal agreement between the English faculty and counselors that students may appeal to the English faculty or a counselor if they believe the test did not accurately portray their ability or if they took the test under conditions of extreme stress. This review procedure is used sparingly.
4. Students on academic or lack-of-progress probation are required to see a counselor before registering for classes.
5. Computer follow-up and computer-generated reports of student progress are produced for use by counselors. These reports detail student progress over two semesters as well as information on whether the counselor's advice was followed. When staffing is available, students making less than satisfactory progress are followed-up by telephone or letter.
6. A signed release-of-information form allows automatic release of information about students from Harbor College to any four-year institution. This procedure greatly enhances our ability to identify and provide senior institutions with names of prospective transfer students.

Project Access has helped us in the following ways: We know more about the needs and abilities of our students. We have restructured parts of the curriculum to meet the needs that have been identified. We have the capability to follow student progress on the computer and provide accurate information for counselors in the advising process.

The success of Project Access has been hampered only by the lack of counseling staff, clerical and paraprofessional support for counselors, and inadequate funding for a sufficient number of developmental skills classes. We have excellent follow-up capability but no support staff to do the actual follow-up with students. We would like to consider a requirement that all students who have completed 30 units be required to see a counselor, but counseling staff is not adequate to implement this service. It is our belief that if students were required to see a counselor not only when entering but also after completing 30 units, prospective transfer students could be more easily identified and provided encouragement and assistance in a timely manner.

The Los Angeles Community College District and the American College Testing Program have undertaken a research project spanning three years, from 1982 to 1985. There will be a longitudinal follow-up on targeted students at Los Angeles Harbor College, Trade Technical College, and Mission College. Although the research is in an early phase, these are some preliminary findings: (1) student retention improved by 15 percent between Fall 1982 and Spring 1983; (2) enrollment in English composition classes at all levels has increased, and students are taking these requirements earlier; (3) enrollment in intermediate algebra classes has increased; (4) students are dropping fewer classes; (5) students are using campus support services in

greater numbers, and (6) the range of abilities in individual classes has been reduced so that instructors can teach to students more homogeneous in ability.

Student performance on the tests over three semesters indicates readiness for English composition classes as follows.

- 20 percent - ready for English 1, college level composition;
  - 41 percent - ready for English 28, not considered remedial, but in need of more practice in reading and/or writing;
  - 33 percent - ready for English 21, a remedial composition class; and
  - 6 percent - must begin at English 33, a basic vocabulary class before progressing to English 21.
- 

## FORD FOUNDATION URBAN TRANSFER PROJECT

Los Angeles Harbor College is one of 24 urban public community colleges nationwide to receive a Ford Foundation grant to improve the rate of transfer of its students, with special emphasis on minority students. The program is described in Appendix A on pages 137-140. It has the following components:

1. Establishing a "transfer pool" made up of all students who have a grade point average of 2.3 or better and who have completed 30 or more units, even though they may not have indicated they plan to transfer.
2. Monitoring of academic progress and advising students by letter or phone of activities in which they are expected to participate, such as counseling and group academic advising for transfer students (page 45), and completing the Transfer Student Checklist (page 46).
3. In consortium with the University of California, Irvine, developing a microcomputer system to provide transfer and course equivalency information and announcements of important dates, and contact persons. The system will result in a microcomputer or terminals in the Harbor College Counseling Center dedicated to student use in gaining up-to-date information about policies and majors at Irvine. After pilot testing at Harbor College in the Summer or Fall of 1984, we plan to replicate the system at California State, Long Beach and Dominguez Hills. In the final phase, we plan to make the system available to other Community Colleges in the Los Angeles District and surrounding areas.

## ISSUES OF CONCERN

A major deterrent to transfer, in my opinion, has been the inability to plan institutional objectives and the Community College curriculum due to uncertain funding over many years. Planning cannot take place in the absence of reasonable expectations about funding.

### GROUP ACADEMIC ADVISING FOR TRANSFER STUDENTS

Group advising for students who plan to transfer to a four-year college or university, is offered by the counseling staff in the following schedule. All groups held in LRC 125.

Wednesday 12 noon-1 p.m. October 5 October 12	Thursday 6-7 p.m. October 6 October 13	<b>MAJORS</b>
		<b>UNDECIDED MAJORS</b>
		<b>BEHAVIORAL AND SOCIAL SCIENCES</b>
		Anthropology                      Geography
		Psychology                        History
		Sociology                         Social Sciences
		Social Welfare                   Political Sciences
		Economics                        Fire Science
		Administration of Justice
October 19	October 20	<b>BIOLOGICAL AND HEALTH SCIENCES</b>
		Biology                            Pre-Medical
		Botany                             Pre-Veterinary
		Microbiology                     Nursing
		Zoology                            Speech Pathology
		Pre-Dental                        & Audiology
October 26	October 27	<b>BUSINESS</b>
		Accounting                        Management
		Finance                            Marketing
		Information Systems
		Insurance
November 2	November 3	<b>ENGINEERING, MATHEMATICS AND COMPUTER SCIENCE</b>
		Aerospace                         Mechanical
		Civil                                Mathematics
		Electrical                         Computer Sciences
		Electronics
November 9	November 10	<b>ENGLISH AND COMMUNICATION ARTS</b>
		English                             Journalism
		Telecommunication               Foreign Language
		& Film
November 16	November 17	<b>FINE ARTS</b>
		Art                                  Music
November 30	December 1	<b>HOME ECONOMICS AND EDUCATION</b>
		Child Development               Liberal Studies
		Food & Nutrition                  Elementary Education
		Home Economics                  Secondary Education
December 7	December 8	<b>PHYSICAL EDUCATION AND RECREATION</b>
		Physical Education               Recreation
December 14	December 15	<b>PHYSICAL SCIENCES</b>
		Astronomy                         Physical Sciences
		Chemistry                         Physics
		Geology



## FORD FOUNDATION TRANSFER PROJECT

### TRANSFER STUDENTS CHECKLIST

*After you have selected a four-year college or university that offers a degree in your major, you need to follow various steps in applying for admission. This checklist is for your information and will be a helpful reference during the application process.*

#### APPLICATION

#### COMPLETED

- |  |                          |
|--|--------------------------|
| 1. Complete and file application before priority deadline (ask for deadlines at the Information Desk or Admissions Office) | <input type="checkbox"/> |
| 2. Send application fee along with application   | <input type="checkbox"/> |
| 3. Have college transcripts (and high school transcripts, if necessary) sent to the school of application                  | <input type="checkbox"/> |
| 4. Send copy of ACT or SAT scores along with application if less than 56 semester units are completed                      | <input type="checkbox"/> |
| * 5. Obtain a letter of recommendation from a counselor, instructor, or employer   | <input type="checkbox"/> |
| * 6. Write a personal essay or autobiography   | <input type="checkbox"/> |
| * 7. Make an appointment for your audition (Dance, Music, Theater Arts majors)   | <input type="checkbox"/> |
| * 8. Have your portfolio ready for submission (Architecture, Design, Art Majors)   | <input type="checkbox"/> |
| * SPECIAL ADMISSION PROGRAMS AND SOME UNDERGRADUATE PROGRAMS MAY REQUIRE ADDITIONAL MATERIALS OR PROCEDURES                |                          |

#### FINANCIAL AID

- |  |                          |
|--|--------------------------|
| 1. Indicate your need for financial assistance or special admission by checking (✓) the appropriate section "APPLY EARLY!"                     | <input type="checkbox"/> |
| 2. Apply for grants, loans and scholarships for the academic year  | <input type="checkbox"/> |
| 3. Send applicable fees along with the Financial Aid Forms   | <input type="checkbox"/> |
| 4. Be prepared to submit copies of your income information (i.e., 1040, 1040A, Social Security verification, etc.) to the Financial Aid office | <input type="checkbox"/> |

#### HOUSING

- |  |                          |
|--|--------------------------|
| 1. Indicate your interest in on-campus or off-campus housing by checking (✓) the appropriate section of the application  | <input type="checkbox"/> |
| 2. Contact the housing office to find out what type of housing is available on and off campus. If there is a "waiting list" or a separate application for housing, APPLY EARLY!" | <input type="checkbox"/> |

#### ADDITIONAL SUGGESTIONS

1. Purchase the college/university catalog AND READ IT!
2. Attend a campus tour and orientation session
3. Discuss and plan your curriculum with the department advisor
4. Keep photocopies of all applications and forms that you submit to the college/university, you may need them for later use

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Second, transfer rates must be looked at in the context of declining enrollments rather than as drops in raw numbers. As enrollments have declined, the percentage of students transferring has remained fairly constant. The decline in transfers has coincided with funding reductions and uncertainties and with drastic reductions in counseling and other support services

Third, while transfer remains the goal of a large number of students, many students are not prepared to make the sacrifices required to transfer. Better than 50 percent of Harbor College students hold a full-time job and will take five or more years to complete their coursework prior to transfer and another five years to complete work for their bachelor's degree. It is an unusual student who can pursue this goal while working and meeting the obligations of adulthood. Having taken ten years to complete a bachelor's degree while working full time, I can assure you it is not easy.

Fourth and finally, four-year colleges are still designed largely for full-time day students, while 75 percent of students in the Los Angeles Community College District take less than 12 units a term and 42 percent of them attend classes exclusively during evening hours. The so-called nontraditional students entering Community Colleges in large numbers often must make personal changes in their lives in order to transfer. As many as 42 percent of the students in the Los Angeles District could be affected by this lack of fit in their schedule of classes.

## JANIS COX COFFEY

Director of Education and Planning, Los Rios Community College District

The Los Rios Community College District is located in the Sacramento Valley and includes three main campuses: American River College, Sacramento City College, and Cosumnes River College. With an enrollment of almost 40,000 credit students, Los Rios is the third largest Community College district in California in terms of credit enrollments. With an urban, a suburban, and a rural college, Los Rios is often considered as one of the more representative districts in the State.

### RESEARCH AND DECISION MAKING IN THE LOS RIOS COMMUNITY COLLEGE DISTRICT

For a number of years, Los Rios has placed a major emphasis on planning and research at both the campus and district level. Our research is centered around a student flow model that is intended to answer such questions as:

- What is our community like and who are our potential students?
- Who are our enrolled students? Do they differ by college? Do they reflect the community at large?
- What kinds of preparation do our students bring to our institutions? Are they prepared for our college-level classes or do they need remediation?
- What are the goals and objectives of our students and do they differ by age, sex, ethnicity, work status, or economic level?
- How well are we meeting our students' needs? Is what we're doing working and how do we know?
- What happens to our students once they leave? Are they successful as transfers to four-year institutions? In finding jobs? In improving their skills and potential if currently employed?
- Finally, how can we improve what we're doing?

The district's research, as it seeks to answer these questions, becomes a crucial part of our planning/implementation/evaluation process. What we learn from our studies is fed back into the campus and district program-evaluation processes and becomes part of our information base for future decision making. Gathering information and analyzing the trends helps us to anticipate issues and develop policy alternatives for our Board of Trustees.

## STUDENTS IN LOS RIOS: IMPLICATIONS FOR POLICY

Recently, we completed a major demographics study (Coffey, 1984) that told us some important things about our students and our college and district service areas. We know that.

- Half our students (49.7 percent) are in the "traditional" college age group of 18-24 year olds; the other half are in older age groups.
- A majority of our students are women (55.5 percent) and a high proportion are ethnic minorities (35.5 percent), as compared to 51.8 percent and 22.4 percent, respectively, for our service area population.
- The percentage of students taking the full-time credit load of 12 units is 28 percent and has declined over time; the percentage taking the lightest load (1-5.9 units) has increased and is now 37 percent.
- The majority of entering students have completed less than 60 units of college work, but 21.5 percent have completed more than 60 units or hold A.A., B.A., or higher degrees.

These shifts in the demographics of our students and our community have resulted in planning different types of programs to meet the needs of our various types of students.

From our study on The Reverse Transfer Students (Renkiewicz, Mitchell, et.al.) we have learned that:

- First-time students comprise 55 percent of our student population, and while half of these students are likely to aspire to transfer, the other half have vocational and other goals.
- Full-time students are being replaced by part-time students who may have similar aspirations for transfer but will take longer than two years to complete their freshman and sophomore years of college, and probably will take longer to complete a baccalaureate degree.
- Over 70 percent of all students reported they were employed while attending the Community College, including 69.6 percent of the first-time students.

From a policy standpoint, we believe that any studies of Community College transfer must take these factors into account in determining the pool of potential transfers among our students.

A further examination of the 10,196 students in The Reverse Transfer Student study data base (Mitchell, 1984) used factor analysis to determine students' reasons for attending a Community College and revealed that:

- For four of the five subgroups of students, factors related to job skills upgrading or retraining were first or second in importance.

- Transfer preparation, in combination with other reasons, was one of the least important factors for all five groups, including the first-time students.
- Basic skills and/or job-related training combined with personal growth reasons were an important factor in attendance for both the lateral transfer and the first-time students.

We believe that such an analysis of why our students enter our colleges and what they expect to accomplish is an important part of understanding the variety of student groups we serve and how to plan programs that can assist each group in meeting its objectives.

The recently published Follow-Up of Occupational Education Students (Lee, 1984) has caused a considerable stir statewide and in the Legislature due to its findings. The study surveyed 2,700 former Los Rios students who had been enrolled during Fall 1981 or Spring 1982 in a course or courses designated as occupational and who had not reenrolled at the same college in Fall 1982. Two groups were studied -- those who had completed an associate degree or certificate, and those who received no award (non-returning students). Some of the findings showed that:

- Approximately 60 percent of respondents (58 percent of the graduates and 65 percent of the non-returning students) had enrolled primarily to acquire or improve job skills.
- Although these were "occupational" students, university transfer was listed as their primary objective by more than 30 percent of the graduates and 16 percent of the non-returning students.
- Among respondents who were attending college at the time of the survey (almost 40 percent of the graduates and more than 30 percent of the non-returning students), 55 percent had transferred to the State University and 3.5 percent to the University of California, while 29 percent were enrolled in another Los Rios college.
- Even among those students who did not receive a degree or certificate, 90 percent reported they had fully or partially completed their educational objective.
- Among respondents who were employed at the time of the survey (73 percent of the graduates and almost 79 percent of the non-returning students), almost 80 percent reported that courses completed in their occupational area had helped them either to obtain their job or to perform or advance on the job, and 76.4 percent said they would recommend the courses they had taken to others similarly employed.

A number of legislators have commented upon reading the study's findings that their image of the non-returning student as a "drop out" had been changed to that of a "drop in," since many of these students were likely to be employed almost full time while attending college, took courses related to their current occupations that enhanced their skills on the job, and then left having completed their objective. These students often continue in this pattern, taking courses that will help them to perform or advance on the job



whenever necessary. The legislators also noted that a considerable percentage of these "occupational" students had in fact transferred to a four-year institution, which is not what many people expect of vocational students. We are continuing the follow-up study of our occupational students this year and will continue to analyze the relationship of vocational education to the transfer function.

From a policy standpoint, we believe that a Statewide follow-up study of occupational students might indicate that simply because a student has a primarily vocational objective when attending a Community College does not necessarily mean that the student will not transfer. In fact, some of our vocational students -- particularly those in the high-tech areas -- may well become some of our most successful transfer students at the University, the State University, or in independent institutions.

## A MODEL TRANSFER STUDY

In addition to following up on our occupational students, the Los Rios District has embarked this year on a cooperative study of transfer students with the University of California, Davis, (UCD) and the California State University, Sacramento (CSUS). This pilot study will analyze both the quantitative and qualitative aspects of our transfer students and then be redesigned for use in other Community Colleges and universities within the State. The major study questions involve patterns of enrollment, transfer, and academic performance of students who transfer from the Los Rios colleges to UCD and CSUS. These questions include:

- How do UCD and CSUS define students' source schools, and what effect, if any, do these definitions have on the enumeration of transfer students?
- Do Community College students who transfer to UCD or CSUS as juniors complete their first two years at one college or a variety of colleges?
- Were these Community College transfers generally part-time or full-time students while they were enrolled at the Community College? How long has it taken them to become juniors? Is time to degree related to academic performance? Are part-time Community College students more or less successful than full-time students after they transfer to UCD or CSUS?
- How does academic performance of Community College transfers at UCD or CSUS compare to that of comparable native students?
- Are most transfer students eligible for University or State University admission from high school, or are most made eligible through Community College attendance? How many are special admits?
- What are the factors related to the success of Community College transfer students?

We believe that this type of transfer student study holds the key to understanding the transfer phenomenon and strengthening the transfer function. Two sets of specific recommendations that have Statewide policy implications

will be formulated: (1) one for strengthening the transfer student's chance for success (which may apply to the Community Colleges or the universities); and (2) one concerning data collection and analysis of academic performance of transfer students. We look forward to sharing our findings from this cooperative, intersegmental study.

## PROGRAMS THAT WORK

Beside doing research that analyzes who our students are and how well both we and they are doing, the Los Rios District has developed several programs that are viewed as models in California for identifying and assisting potential transfer students.

### Transfer Opportunity Program

The Transfer Opportunity Program (TOP) is designed to assist students in each of the three Los Rios colleges who want to continue their education at the University of California, Davis. Students who participate in TOP and who meet the UCD entrance requirements will be offered admission in most majors, have their transcripts evaluated early, and be given early notification of admission. Participation in TOP is open to all students who currently attend or plan to attend a Los Rios college and want to transfer to UCD. Minority, low-income, and disabled students are particularly encouraged to take advantage of the program. Linda Case, a transfer adviser from UCD (half of whose salary is paid by Los Rios) spends her time at each of the three Los Rios colleges providing encouragement and information on admissions, academic programs, financial aid, extracurricular activities, and housing.

Since TOP was instituted last year, we have had a 9.2 percent increase in total applications to UCD and a 7.8 percent increase in Student Affirmative Action applications over the Fall 1983 quarter. Before TOP, many students were redirected from UCD, particularly in impacted majors like engineering and the biological sciences. Students are now gaining admission to these majors more frequently due to TOP and its advising. An evaluation component is included in the project, and the data will be used to improve the services of TOP both from the Los Rios side and the UCD side. We feel this is an exciting project that shows what can be done when the University and the Community Colleges work together in the interest of transfer students.

### Minority Transition Program

In addition, Sacramento City College has recently received a major grant from the Ford Foundation's Urban Community College Transfer Opportunities Program to increase the number of "nontraditional" students transferring to UCD and CSUS. "Putting It All Together -- a Minority Transition Program" features:

- Early identification of potentially successful transfer candidates;

- In-depth assessment testing and counseling to help students build their self-image and develop goals;
- Experiences designed to increase students' knowledge of transfer opportunities and their ability to succeed at a four-year college; and
- Experiences designed to acquaint students with the personnel and programs of neighboring four-year colleges.

In developing this program, Sacramento City College identified a number of factors that contributed to the decline in their number of transfer students. These factors included: (1) the shift to older, typically part-time students who must work while attending college, a high proportion of whom are minorities; (2) student's poor self-image and lack of specific goals; (3) lack of basic skills in those with the ability to succeed; (4) lack of information on financial aid and an inability to manage both work and college responsibilities; and (5) the need for diagnostic testing to define the student's areas of academic strength and weakness.

Once these negative factors were identified, the college designed the Minority Transition Program to overcome students' problems and provide opportunities for successful transfer. The project identifies over 100 "nontraditional" students who have transfer potential; assesses each student's academic ability through administration and interpretation of diagnostic tests; develops an individual plan with each student to define, implement, and refine educational goals; and provides in-depth counseling, support, and information to facilitate the transfer process. The program also includes an evaluation component that examines the transfer success of identified students as compared to a matched group of students who have not participated in the program. Since the program has just begun, we have no statistics yet to share, but we would be pleased to share them as soon as they are available.

Both the Transfer Opportunity Program and the Minority Transition Program make considerable use of the extensive assessment and placement programs that are in place in each Los Rios campus. The Los Rios District has been a leader in learning assessment and placement and was the district that pioneered the Learning, Assessment, Retention Consortium (LARC) in California. LARC now includes five regional consortia with more than 60 participating colleges. Evaluation of assessment/placement and its effects on student success is underway not only in our district but in many of the districts now involved in LARC. Four other western states are discussing adopting the LARC model for use in their own community colleges.

## THE TASK AHEAD







While student demographics and interests change, the transfer function is clearly one of the Community Colleges' primary missions, and we must continue to do research that helps us better identify the pool of potential transfer students and design programs that lead not only to increased numbers of transfers but to their actual success in completing a baccalaureate or

higher degree. We hope that the research we have undertaken in the Los Rios District contributes to a better understanding of the transfer function, and we look forward to even more opportunities to work with Commission staff in the design and conduct of studies on this function.

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## WHAT ARE THE BENEFITS OF TOP?

-  Individual advising on UC/D admissions, financial aid and housing.
-  Detailed information and assistance on transfer requirements and UC/D's 80 majors.
-  Transcript evaluation.
-  Early notification of admission.
-  Easy transition from Los Rios to UC/D through completion of lower division courses that are comparable to those at UC/D.
-  Guided tours of the UC/D campus and special seminars on campus life and career opportunities.



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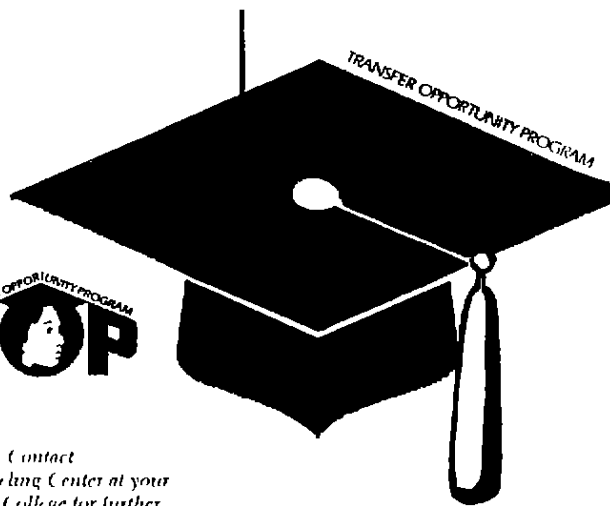
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## Working together to help you reach the TOP.

**T**HE  
TRANSFER  
OPPORTUNITY  
PROGRAM...

is a combined effort by UC Davis  
and American River, Cosumnes  
River, and Sacramento City  
colleges to ease the transition  
from Los Rios to UC/D.

Students who participate in TOP  
and who meet University of  
California entrance requirements  
will be offered admission in most  
majors.

**O**N THE  
LOS RIOS  
COLLEGE  
CAMPUSES...

a transfer adviser from UC Davis  
will work with you and your  
counselor to provide information  
on admissions, academic  
programs, financial  
aid, extracurricular activities  
and housing.

**P**ARTICIPATION  
IS OPEN

to all students who currently  
attend or who plan to attend, a  
Los Rios community college and  
want to transfer to UC Davis.

Minority, low-income and  
disabled students are particularly  
encouraged to take advantage of  
our service.

The next step is up to you.  
Consult our list of contacts and  
get in touch today!

Are you among the underrepresented students in higher education?

Have you considered transferring to a four year university or college?

Are you unsure of your transfer eligibility?

Would you like personalized assistance in preparing to transfer?

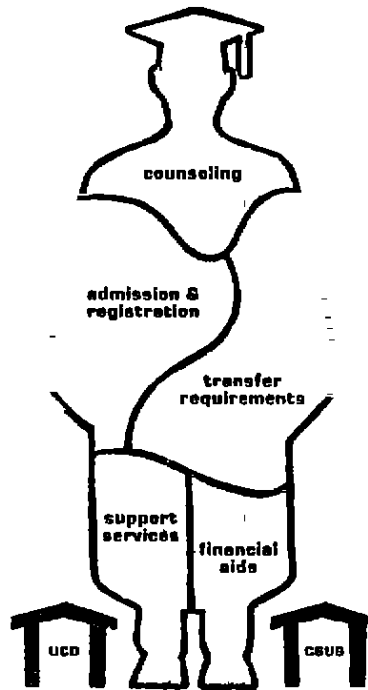
#### PUT IT ALL TOGETHER!

This program is designed to increase access to higher education for the underrepresented, "non-traditional" student.

We can assist you with the questions listed above, and provide information that will lead to transfer. To ease your transition to the university we can help with admission and registration information, transcript evaluation, early notification of admission, help in planning your courses, financial aid information and eligibility determination, personal contact with key people at the universities, workshops on transfer strategies and MORE!

Ask your counselor if you are eligible for this program.

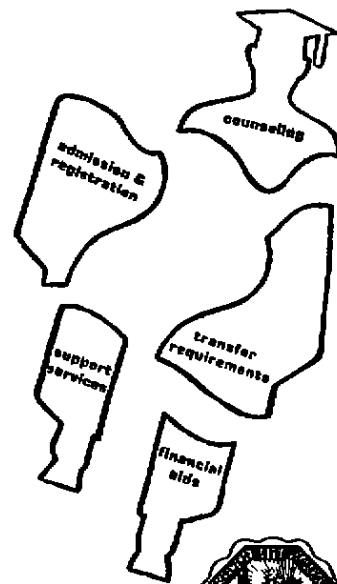
#### A FORD FOUNDATION PROJECT



Sacramento City College  
Los Rios Community College District  
Ford Foundation Urban Community College  
Transfer Opportunities Program 1983-84

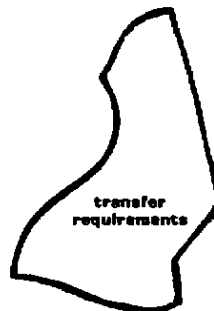
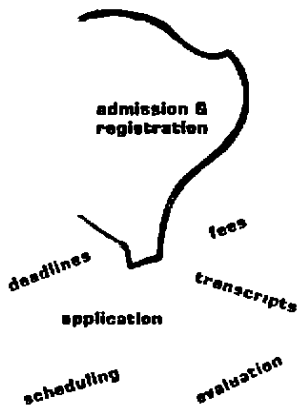
## PUTTING IT ALL TOGETHER

A Minority Transition Program



SACRAMENTO  
CITY COLLEGE

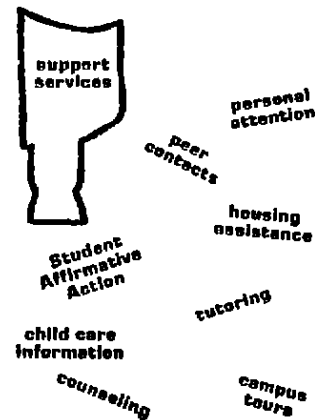
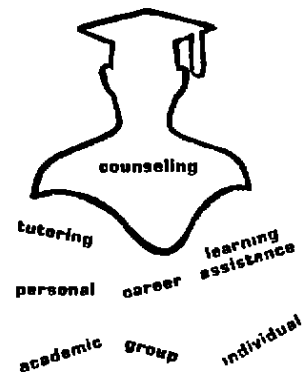
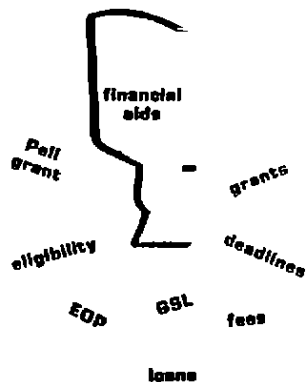
Sacramento City College  
Los Rios Community College District  
Ford Foundation Urban Community College  
Transfer Opportunities Program 1983-84



Transfer requirements can be confusing.

The goal of this program is to explain clearly and assist, so that your transfer from Sacramento City College to a four year university will be smoother. As part of this program you will get:

- information on required transfer courses
- transcript evaluation
- early notification of admission
- personal advising on financial aid application and eligibility
- individual counseling to ensure lower division course completion
- guided tours of the university campus
- assistance with housing arrangements
- contacts at the university to help you after you transfer



JOHN ERICKSON

EOPS Director, Palomar College

The TRANS-SEND Project at Palomar College was dedicated to identifying and finding ways to overcome barriers to successful transition from Community College programs for EOPS students. Based on our experience, the following factors need to be considered in developing approaches to inter-institutional agreements and activities for the transfer process:

- The Social and Cultural Environment of the Target Student Population: A multitude of cultural and economic factors preclude transfer from Community Colleges to four-year institutions for many members of underrepresented minorities. As things are, Community Colleges are accessible and attractive to these students. Four-year institutions are not. Because of this, many of these students are unwilling or unable to leave the Community College environment to go on to other institutions. While we have been effective in working with these factors on an individual basis with one-to-one counseling, the real solution to this barrier falls beyond the scope of a special project. It may even be too large to be addressed effectively by EOPS alone as a single, Statewide program.
- Institutionally Biased Perspectives: In each segment and each institution, highest priorities are given to institution-specific operations, problems, and programs, thus relegating intersegmental involvement and cooperation to a lower priority. Since no specific charge for intersegmental cooperation has been given to my segment, none has been assumed. Each institution has tended to follow a self-serving course in developing programs and transfer procedures with little regard for articulation with the other institutions involved with the process; or, even worse, with little concern for the success of students involved in the process. This is not intentional on the part of any institution and stems from an intersegmental ignorance of how the other segments really work and view the transfer process. Consequently, outreach staff from four-year institutions simply do not know what to do to work more effectively with Community Colleges in the transfer process, and, heretofore, Community Colleges have not assumed the leadership in showing them how it can be done. This has hindered effective communication among the segments and has led to related problems.
- Individual and Personal Barriers: Many of these individual barriers are overcome successfully through individualized counseling. However, it should be noted that EOPS students at Community Colleges are plagued by individual and personal barriers which tend to restrict their rate of successful transfer. Traditional transfer-bound students are not affected to the same degree as EOPS students, so, the transfer rates among these two groups may continue to be different.

NOTE: This material is adapted from a report on the TRANS-SEND Project to the Chancellor's Office of the California Community Colleges and expands the author's testimony to the Ad Hoc Committee.

- Intersegmental Communication Regarding Transfer Students: Heretofore, four-year schools have had no formally structured dialogue regarding the transfer process for EOPS students from the Community Colleges. Consequently, there had been no fruitful discussion of the role each institution could and should play in that process. Recruitment activities have been largely limited to "head hunting" activities at the Community Colleges, with little structured articulation with EOPS program activities outside of arranging recruitment meetings with EOPS students. This recruitment format may, in itself, represent a barrier to improving the transfer/transition process for EOPS students for the following reasons:

1. It has created the illusion that this effort is sufficient and that the results of this passive approach are all that the four-year institutions can expect from Community Colleges;
2. EOPS personnel (and other Community College staff as well) have been led to believe that this is all that can be expected from the four-year institutions in promoting Community College transfer to their schools; and
3. The above assumptions have tended to prevent the development of necessary linkages among EOP/SAA and EOPS which would have served to increase the transfer rate among underrepresented minorities.

What is needed to rectify this situation is to initiate a process to define and clarify the roles each segment can and should play in developing the potential for transfer of the EOPS student population. This should be a focus for any future transition/transfer special projects.

There are probably several ways that the three segments in public higher education can work together. In our region, two basic approaches to intersegmental agreements in the context of special projects development have been attempted:

1. Establishment of formal agreements prior to initiating project activities, leading to the development of formal and informal activities supporting the formal agreement -- the "formal consortial" approach -- and
2. Using existing structures, initiation of formal and informal activities for testing and validating existing and new procedures leading to formal agreements and arrangements to improve the process at hand -- the "coordinating committee task force" approach.

Through my experience with the formal consortial approach in our region, I observed that this was not an effective mechanism for developing and implementing short-term special projects dealing with such a complex issue as the transfer/transition process. The assumption made in entering into formal, inter-institutional agreements is that the basic processes leading up to the agreement have been worked out previously. This has not been the case here. My observation is that the formal apparatus required to maintain a formal consortial arrangement -- formally structured meetings, protocol of procedures, and the like -- is cumbersome and has served as a barrier in its own right to the success of project activity.



The organizational approach we pursued with the TRANS-SEND Project was basically a task force approach. We agreed with representatives of San Diego State University and the University of California, San Diego, to work cooperatively at examining our roles in the transfer process, in a task-oriented format, before attempting to set in place any formal agreements affecting the process. Through meetings called with our Coordinating Committee members on an "as needed" basis, we communicated and focused on specific issues to improve the process. This organizational arrangement proved to be effective for our TRANS-SEND Project for the following reasons:

1. We allowed ourselves flexibility on operations to explore arrangements and effective program activities related to students in the transfer process.
2. In a relaxed and non-threatening atmosphere, we were able to engage in an open and honest dialogue with our colleagues from the four-year institutions on the plight of students wanting or needing to transfer, and our mutual, institutional problems encountered in dealing with the process.
3. This led to the development of informal, intersegmental group meetings, which led to the identification of the special needs of our students and promoted intersegmental approaches to solutions.
4. These dialogues led to the development of two special committees: (1) The Learning Circle (an intersegmental ad hoc committee formed to promote educational opportunities for American Indians) and (2) the UCCCTF (University of California and Community College Transition Forum). These groups provide a forum where issues, needs, and solutions are developed and take substance.

As a result of the interaction and dialogue with the participating four-year institutions involved in this project, we are developing a model format for role definition and activities for specific intersegmental cooperation to improve the transfer/transition for EOPS students. To be included in this format will be provisions for formal inter-institutional and intersegmental agreements to carry out these roles.

In conclusion, we at Palomar College are pleased to have been involved with the development of a Transition Project at our college. It gave us a chance to examine a broad spectrum of factors influencing a total representation of transition-ready EOPS students and demonstrate that efforts focused on transition can be effective with a larger, typical EOPS student population. I am also pleased with the enthusiastic cooperation and support we received from San Diego State University and the University of California at San Diego. But from my perspective, effective transition and transfer will require more than special projects undertaken by EOPS staff. The problems of transition and transfer are institution-wide, and require institution-wide action for their solution.

## JOSUÉ HOYOS

Director, Special Programs and Services, College of San Mateo

If one were to believe newspaper accounts regarding the "transfer issue," the University of California and the California Community Colleges are pitted against one another. Too often, summaries of problems as reported by the media are not necessarily accurate or complete. Nonetheless, the "transfer issue" is a significant one, with major implications for both the University and the Community Colleges.

From my perspective at the College of San Mateo, I can report that our relationship with the University of California, Berkeley, has continued to develop positively over the last several years. Its Office of School Relations has been responsive to our needs and requests. We have worked closely with the staff of its Learning Center in developing the Cal Prep Program for minority and women students who are potential University transfer students. We have also enjoyed the cooperation of the Relations with Schools staff at Davis. However, from my perspective as a school relations officer who deals with students, counselors, and faculty members on questions of transferability, several issues of major importance need to be addressed.

1. Many Community College students must wait until late in the summer for notification of their acceptance to the University. Those who apply to other institutions, often receiving earlier notification of their acceptance before hearing from the University, may forego the opportunity to attend the University. We don't know the number of students affected by this timing problem, but it clearly reduces the University's number of Community College transfer students.

What makes late notification by the University especially difficult for transfer students is that its Housing Office will not authorize housing for them until they have been admitted. At campuses such as Berkeley and UCLA, where housing is extremely scarce, late admittance creates a tremendous burden on students who need housing in order to attend.

2. The perception exists that the University processes applications of high school seniors before those of Community College applicants. We feel that Community College transfers should have priority. They have already taken two years of college work and, if eligible for admission to the University, should be accepted first. This is especially true for Community College transfer students who were eligible for admission to the University from high school but who chose to attend a Community College first. These students should be given higher priority and considered separately.
3. Community College transfer students with high grade-point averages and admissible by University standards are denied admission at the college or department levels of the University. We are well aware of University programs that are impacted, but even programs that are not impacted deny admittance to qualified students. This selection process needs to be clarified. What is the role of both the University and the colleges or

department in transfer admissions? What is the process that should be known to the Community Colleges?

At a conference for Community Colleges hosted by Berkeley, we were told that University faculty perceive that Community College transfer students are not adequately prepared. The University's own research, however, indicates that these students are well prepared. This is a problem that needs to be worked out at the University because it seriously affects the number of transfer students being accepted by the University.

4. At the same conference, we were told that the University over enrolled a large number of freshmen last year. This will obviously have a negative impact on the number of transfer students accepted. When this happened, the seriousness of the transfer problem was already an issue. How is this being prevented from happening again?
5. Requirements that evolve from departments, colleges, or schools of the University must be articulated to the Community Colleges before they are implemented in order to give the Community Colleges lead time to incorporate them in their curriculum. For example, Berkeley's College of Letters and Science increased its requirements of English 1A and 1B this year. Few Community Colleges knew of this increase. Those who did know had to change their English 1A and 1B curriculum requirements or add a course to meet the increase. Such changes that take time for implementation pose a hardship for many Community College students, as borne out in the Commission's report, Update of Community College Transfer Student Statistics, Fall 1983. One of the points it makes is that some Community Colleges do not have the resources to expand their offerings. Additional requirements may have a serious impact on students wishing to transfer from such colleges.

In sum, since the "transfer issue" has been spotlighted throughout the State, the University and the Community Colleges have been working together toward a solution. The Community College Council of the Berkeley campus is an example, whereby representatives of both systems are working to identify problems and help find solutions. The conference hosted at Berkeley for Community College counselors and faculty is another example of this cooperation. But more such cooperation is needed in order to solve specific problems such as those listed here.

## KURT LAURIDSEN

Chair, Community College Council, and Director,  
Student Learning Center, University of California, Berkeley

Interest in increasing the number of successful Community College transfer students on the Berkeley campus has grown over the past two years. The necessary partnership between Berkeley and the Community Colleges to achieve this result will have a positive outcome only if both segments recognize that a strengthened transfer function has significant practical benefits for each institution. I am convinced after several years of work with Community College faculty and staff that the advantages of a close relationship with the University are well understood. I am also certain that a similar recognition of the practical benefit of improving the transfer function is growing at Berkeley.

Two of the advantages to Berkeley of strengthening the partnership with Community Colleges merit citation here:

- First, the campus is committed to increasing the diversity of its student population. We want to attract a greater proportion of the large number of ethnic minorities and other student groups who attend Community Colleges and are currently underrepresented at Berkeley
- Second, an increase in Community College transfer students admitted at the junior level will help to balance the number of lower and upper division students on our campus. Recent years have brought a dramatic increase in freshmen and sophomores compared to upper division students. This growth has put a severe strain on lower division courses and costly student services -- particularly those academic and support activities designed to bridge the gap between the actual level of preparation of high school students and the University's entry level expectations. The experience and expertise of the Community Colleges makes them essential partners in remediating student deficiencies.

## FACTS AND MYTHS ABOUT COMMUNITY COLLEGE TRANSFER STUDENTS

In looking at the benefits to be gained from a strong partnership between the two segments, we have had to confront some myths about Community College students. These myths exist both on our own campus and in two-year institutions. Certainly one of the most damaging of these erroneous views has been that transfer students from the Community Colleges do not perform well at Berkeley.

We know, of course, that Community College transfer students graduate at a higher rate than entering freshmen. In addition, retention rates of Community College transfer students compare favorably with those of transfers from state and private colleges. The three-year average for fourth-quarter persistence of junior transfers from Community Colleges was 83 percent.

between 1980 and 1982 compared to 88 percent for students from State University campuses and 81 percent from private institutions.

The first-year grade-point average of Community College transfers was slightly lower than that of transfers from four-year institutions in 1982-83 -- about 2.90 for Community College students, versus 3.06 for those from the State University. Yet this difference is less than would be expected in light of the fact that more than three-quarters of the Community College transfer students were not eligible for the University from high school and many were from disadvantaged backgrounds.

Recently, a member of our College of Engineering faculty shared a study that he had conducted comparing the academic performance of Community College transfers with students who entered as freshmen in three very demanding electrical engineering/computer science courses. The numbers of students in both groups were comparable, and there was no significant difference in the grades they earned.

Some of the myths are beginning to dissolve with increasing discussion between the Community Colleges and the Berkeley campus about the transfer function. Indeed, it became clear some time ago that if we hoped to do something about improving the representation of Community College transfer students in the Berkeley student population, we are going to have to establish additional lines of communication beyond the traditional relationship that had existed between outreach offices and advising units on both campuses.

## EFFORTS AT IMPROVED COMMUNICATION

We have instituted four activities designed to draw faculty and staff from both segments more closely together in addressing the issues:

1. The Community College Seminar sponsored by the Berkeley campus Center for Studies in Higher Education is now in its third year. These monthly meetings have brought together senior faculty and administrators for general discussions on policies and problems facing both institutions.
2. The Community College Forum was held on the Berkeley campus this February for the second year. Representatives from Community Colleges in the northern part of the State, including counselors, program staff, faculty, and administrators, spent a day in workshops and general meetings focusing on student preparation, course articulation, financial aid, and other issues.
3. The Community College Council was formed last spring, bringing together key Berkeley campus faculty and staff from such areas as outreach and recruitment, EOP, college advising, admissions, learning skills and research with representatives from the Community Colleges. The purpose of this group is to deal directly with specific obstacles that inhibit the transfer function and to oversee the implementation of activities that will increase the transfer student population on the Berkeley campus.

- 4 Cal Prep programs have been developed in cooperation with several Community Colleges to identify potential applicants from underrepresented minority groups and to coordinate the work of faculty and staff from both segments to provide diagnostic testing in mathematics and writing and to share views about course equivalencies, admissions, financial aid, and enrollment.

There has been a "spin-off" effect from these various levels of interaction that I will briefly summarize:

1. We will continue to expand our Cal Prep programs with additional Community Colleges next year.
2. We will inaugurate a pilot summer undergraduate research program this year, designed to attract junior transfers interested in the sciences to the University. Students will be offered the opportunity to work in laboratories under the supervision of Berkeley faculty on a wide variety of projects.
3. We will initiate an intersegmental effort between high schools, Community Colleges, and the Berkeley campus to provide for an intensive language skills development program designed for immigrant and refugee students.
4. We will conduct a survey of Community College transfer students enrolled at Berkeley next fall to examine their preparation, attitudes, and experiences on our campus.
5. We are recasting our federally funded Special Services Project to provide academic support for disadvantaged and second language Community College transfer students beginning in the fall of 1984. The project had focused on freshmen since 1978.
6. We are proposing a feasibility study to determine the benefits, technical requirements, and cost of a computer-supported system for disseminating information from the Berkeley campus to Community Colleges in its service area. Information on such topics as admissions requirements, course equivalencies, major requirements, financial aid, and housing will be provided.
7. We are opening discussion on the feasibility of implementing the California Articulation Numbering (CAN) system on the Berkeley campus.

## CONCLUSION

We are convinced that these and other initiatives will begin to impact on the transfer function. It is encouraging that after a steady decline in the number of Community College transfer students to Berkeley through Fall 1981, we have begun to see a modest increase in the last two years. Our Fall 1983 enrollment increased 7 percent over the preceding year and the numbers and proportions of underrepresented students among Community College transfers also increased slightly. These figures remain far too low. However, we are

hopeful that we are seeing the revitalization of the transfer function on the Berkeley campus.

## MEMBERS OF THE COMMUNITY COLLEGE COUNCIL

Kurt Lauridsen, Chair, Community College Council, Berkeley  
Lynn Baranco, Director, Office of Relations with Schools, Berkeley  
Bob Brownell, Executive Assistant, Office of Admissions and Records, Berkeley  
Marilyn Christiansen, Counselor, Laney College  
Margaret DiStasi, Head College Advisor, College of Letters and Science,  
Berkeley  
Jules Fraden, Vice President for Instruction, City College of San Francisco  
Austin Frank, Director, Office of Student Research, Berkeley  
Bob Fullilove, Director, Professional Development Program, Berkeley  
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Janet Ruyle, Assistant Director, Center for Studies in Higher Education,  
Berkeley  
Rose Scherini, Administrative Analyst, Office of Student Research, Berkeley  
Karen Taylor, Student Affairs Officer, Office of Relations with Schools,  
Berkeley  
(Berkeley faculty to be designated)



## ED TRONAAS

Dean of Instruction, Citrus College

I would like to discuss four topics relative to the transfer function of the California Community Colleges: (1) the Community College transfer rate; (2) some transfer issues; (3) two exemplary programs; and (4) some things we need to do. I approach these topics as a graduate of a public junior college and a California State University campus; a graduate student at UCLA and the Claremont Graduate School; a full-time instructor of mathematics in a public four-year high school and a Community College; a part-time instructor in a high school adult education program, at California State Polytechnic University, Pomona, and at Pomona College; and I am now Dean of Instruction at Citrus College.

### WHAT IS OUR TRANSFER RATE, AND HOW WELL ARE OUR TRANSFER STUDENTS DOING?

The transfer function is a top priority for California Community Colleges, but it is not the only function -- vocational education, associate degree education, and remediation are equally important. Although the transfer function can be improved, it is doing much better than we have been led to believe. For example, Appendix A of the Commission's Update of Community College Transfer Student Statistics, Fall 1983 shows that Citrus College has been transferring about 250 students to the California State University during each of the past five years. With our total credit enrollment given as over 9,000, there is an inference that our transfer rate is less than 3 percent. Statements similar to this have found their way into a number of reports, but there are several things wrong with this type of "statistic." First of all, the Appendix includes only "Fall transfer numbers." Second, the only base that should be used for calculating the transfer rate is the number of entering freshmen with a goal of transferring.

From an annual average of approximately 1,050 entering freshmen with this goal, the data at Citrus College indicates that:

- approximately 30 students transfer to the University of California;
- approximately 60 transfer to private and out-of-state institutions; and
- approximately 400 transfer to the California State University, for a total of

approximately 490 transfer students annually

When this total of 490 is used with the base of 1,050, we arrive at a transfer rate of 47 percent. Since Citrus College is somewhat of an "average" Community College and is of average size, I believe that we would find that many (if not most) of our Community Colleges have a transfer rate at least of 40 percent to 60 percent.

Table 1 shows the pattern of students' educational goals over the past few years at Citrus College. As you can see, this pattern has been consistent. If anything our students' interest in transfer seems to be strengthening.

How well are our transfer students doing? All of the recent annual reports published by the State University indicate that the grades that Community College students earn at the State University are not distinguishable from those earned by native State University students (see Table 2, pages 74-75).

**TABLE 1** *Numbers and Percentages of First-Time Students with Various Educational Goals, Fall 1978 through Fall 1983, Citrus College*

<u>Students and Goals</u>	<u>Number or Percent</u>	<u>Fall 1978</u>	<u>Fall 1979</u>	<u>Fall 1980</u>	<u>Fall 1981</u>	<u>Fall 1982</u>	<u>Fall 1983</u>
Number of First-Time Students	N	2,273	2,189	2,288	2,270	2,247	1,926
Number with Transfer Goal*	N %	749 33	720 33	747 33	809 36	801 36	796 41
Number with Vocational Goal**	N %	708 31	929 33	874 38	865 38	883 39	627 33
Number Seeking Associate Degree Only	N %	113 5	102 6	91 4	107 5	114 5	87 5
Other or Unknown	N %	703 31	638 29	576 25	489 21	449 20	416 21
Total Number of Students	N	8,775	8,665	9,395	9,901	10,052	9,684

\*Includes "Transfer, No Degree" and "AA/AS Degree and Transfer" categories.  
 \*\*Includes "AS-Vocational," "Certificate," and "Improve Job Skills" categories.

Note Choices for educational goals on the Citrus College application form are "Transfer, No Degree," "AA/AS Degree and Transfer," "AS-Vocational," "AA/AS-General Education," "Certificate," "Improve Job Skills," and "Unknown."

Source: Citrus College

## WHAT ARE SOME OF THE TRANSFER ISSUES?

Some of these issues are:

1. Why are some minority groups significantly underrepresented in the current transfer cohort, and what can be done about it?
2. Is the academic quality equal between Community College and four-year college courses? For example, how can there be equality between a Community College English writing course and a four-year college English writing course, when the maximum seating load in the Community College is 30 or more and the four-year college allows only 20? That is, can Community College and four-year college teachers really be assigning and reading the same number of papers? Perhaps this question should be stated more broadly as, is there a need for additional fiscal support to help Community Colleges maintain their more expensive programs in order to assure comparability of quality?
3. Can we improve the matriculation process in the Community Colleges?
4. Can higher education in California do a better job of articulation from K-12 to Community College to four-year college and to graduate school?
5. How do we minimize the "turf" battles between the various segments of higher education as dollars become scarce and we have more places to put students than we have students? That is, how do we keep California as a model state for higher education and not allow the system to break down into "warring factions?"
6. What can be done to establish an adequate and stable funding structure for the California Community Colleges? Table 3 gives a picture of the impact of inflation compounded by inadequate State support for the Citrus College budget over the past seven years. (The Consumer Price Index is not an exact measure of inflation for Community Colleges, but it is a good indicator.) Two stand out in Table 3. (1) the total income of Citrus College has increased very little over the last seven years, and (2) the value of that income has decreased dramatically. The questions then become, "How can we continue to assure the quality of our courses in light of these facts?" and "How can we possibly support our more expensive transfer, equipment-dependent programs?" It should be noted that vocational programs which are equipment dependent have special funds from the Vocational Education Act to help maintain modern equipment, but there is no corresponding source of funds for expensive laboratory programs which are not vocational in nature.
7. What can be done to assure continuity of financial aid for transfer students?

**TABLE 2 Performance of Fall 1982 Citrus College Transfer Students and**

Status of Student	Bakersfield	Chico	Dominguez Hills	Fresno
Number of new Citrus College transfer students enrolled at the State University in Fall 1982. . . . .	1	4	1	1
Number of these students given "special admission". . . . .	0	0	0	0
Number of these special admission students still enrolled in Fall 1983 . . . . .	0	0	0	0
Number of these continuing students with State University grade-point averages between: 0.01 and 1.49 . . . . .	0	0	0	0
1.50 and 1.99 . . . . .	0	0	0	0
2.00 and 2.49 . . . . .	0	0	0	0
2.50 and 2.99 . . . . .	0	0	0	0
3.00 and 3.49 . . . . .	0	0	0	0
3.50 and 4.00 . . . . .	0	0	0	0
Average State University grade-point average of these students. . . . .	-	-	-	-
Average Citrus College grade-point average of these students. . . . .	-	-	-	-
Difference between <u>these students'</u> State University and Citrus College grade-point averages . . . . .	-	-	-	-
Average State University grade-point average of all Community College transfer students . . . . .	2.57	2.62	2.81	2.70
Average State University grade-point average of all undergraduate transfer students. . . . .	2.60	2.65	2.85	2.71
Average State University grade-point average of all native State University students . . . . .	2.49	2.67	2.76	2.74

Source: California State University First-Time Student Performance Report,  
March 2, 1984

*Other Students at the California State University, as of Fall 1983*

Fullerton	Hayward	Humboldt	Long Beach	Los Angeles	Northridge	Pomona	Sacramento	San Bernardino	San Diego	San Francisco	San Jose	San Luis Obispo	Sonoma	Stanislaus	Total
44	2	2	23	20	2	127	0	1	5	1	3	3	1	0	241
1	0	1	1	1	0	21	0	0	0	0	0	0	0	0	25
1	0	1	1	0	0	10	0	0	0	0	0	0	0	0	13
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	2
1	0	0	1	0	0	3	0	0	0	0	0	0	0	0	5
0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	2
0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	3
0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1
2.38	-	1.91	2.00	-	-	2.74	-	-	-	-	-	-	-	-	2.59
-	-	3.24	2.53	-	-	-	-	-	-	-	-	-	-	-	2.89
2.38	--	1.33	0.53	-	-	2.74	-	-	-	-	-	-	-	-	0.30
2.65	2.71	2.69	2.73	2.51	2.63	2.67	2.84	2.80	2.50	2.73	2.74	2.73	2.91	2.96	2.70
2.68	2.74	2.74	2.74	2.53	2.67	2.68	2.85	2.81	2.52	2.76	2.76	2.74	2.93	2.95	2.72
2.63	2.62	2.72	2.69	2.48	2.62	2.64	2.86	2.64	2.53	2.65	2.65	2.74	2.69	2.77	2.65

**TABLE 3    *Impact of Inflation on the Citrus College Budget, July 1976-1982 and Estimated 1983***

<u>Year</u>	<u>Consumer Price Index</u>	<u>Percent Increase</u>	<u>Cumulative Increase</u>	<u>Total Income</u>	<u>Income in 1976 Dollars</u>	<u>Percent of 1976 Income</u>
1976	168.80			\$12,479,306	\$12,479,306	100.0%
1977	180.40	6.87%	6.87%	13,159,260	12,313,099	93.6
1978	194.30	7.71	15.11	12,010,331	10,434,091	86.9
1979	214.70	10.50	27.19	12,493,011	9,822,172	78.6
1980	248.70	15.84	47.33	13,589,835	9,223,820	67.9
1981	272.20	9.45	61.26	13,821,006	8,570,852	62.0
1982	289.30	6.28	71.39	13,257,873	7,735,669	58.3
1983	294.50	1.80	74.47	13,300,000	7,623,226	57.3

\*Computed purchasing power in constant dollars using 1976 income as the base.

## **TWO EXEMPLARY PROGRAMS THAT CAN HAVE IMPACT ON THE TRANSFER RATE**

The following two programs exemplify the type of creativity and leadership that is necessary in order to strengthen higher education in California:

### **Intersegmental Meetings**

Edward Kormondy, Vice President for Academic Affairs at California State University, Los Angeles, should be commended for his leadership in initiating intersegmental meetings between California State University, Los Angeles and the Community Colleges which are its primary feeder transfer institutions. He initiated this series of meetings in the spring of 1983 by inviting the chief instructional officer from these feeder Community Colleges, and we have continued to meet regularly since then. The topic of the April 26, 1984, meeting was remediation. The meeting was a success, with mathematics teachers talking to mathematics teachers and English teachers talking to English teachers. A giant first step was accomplished -- the beginnings of better articulation. We used to do a much better job of articulation than we do now, and I think this type of exemplary program should be used Statewide.

## Fund Raising

During the fall 1983 semester, President Dan Angel called on Citrus College students to donate \$50,000, which would be matched by the College Foundation for a total of \$100,000. This money was necessary to help offset the loss of part of our base revenue and maintain our spring 1984 course offerings. If the base was restored by the beginning of the spring semester, the students were promised that the money would be spent on student equipment for the classrooms. This "Save Our Community College" drive was a great success, with \$100,000 raised and 42 percent of all students donating to the campaign! Our students have just finished the process of making their recommendations for the allocation of the money and have allocated almost all of it for equipment that will be used in transfer-type programs.

I mention this exemplary program not for its repeatability, but rather as a demonstration of the level of support and love our students have for their Community College, and to indicate the high level of interest that "typical Community College students" have in their education.

## SOME THINGS THAT WE URGENTLY NEED TO DO

The following list includes some of the most urgent things that we must do if we are going to strengthen the California Community College structure as well as improve the transfer function:

1. We need a much better student data base. This should include more consistent and uniform data gathering from all three segments of public postsecondary education in California. Additionally, we should have some longitudinal studies. If such studies are developed and funded, Citrus College would ask to be included.
2. We need to support a stronger matriculation process, such as the model proposed.
3. We need to greatly improve the current articulation process, which should include K-12, the Community Colleges, the State University, and the University of California.
4. We need to find new ways to attract minority students into higher education and place particular emphasis on underrepresented groups. Perhaps mechanisms can be developed whereby business and industry are encouraged to sponsor college students, with sponsorship taking the form of grants, scholarships, and/or released time from work.
5. Community Colleges desperately need an adequate and stable funding base. No Community College program is more threatened than the core of our transfer program under the current approach to funding. In today's climate of college financing, it is nearly impossible to equip our classes with the "state-of-the-art" equipment that a quality transfer program demands. Many Community Colleges have been forced to increase

class size, use more part-time teachers, cut expensive programs, eliminate most capital expenses, eliminate staff salary raises, and delay most campus maintenance for an indefinite time.

## SUMMARY

In summary, I suggest that the Commission's Ad Hoc Committee keep as its general goal "to strengthen higher education in California" and adopt the specific goal "to strengthen the transfer function of the California Community College structure." I do not mean to infer that the Committee would do otherwise, but it seems to me that these goals will allow a broader context while continuing to focus on various transfer type issues. After talking to Dorothy Knoell, reading a draft of the minutes of the Committee's first session of hearings, and listening to my colleagues this afternoon, I believe that there is a large common ground of agreement about what should and what can be done. This common ground of agreement can help to reach these two goals.



## EUNICE M. WOOD

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California State University, Long Beach

The following comments, concerns, and recommendations fall under the generic heading of "articulation with Community Colleges."

### INCREASING ARTICULATION

Having spent the past three years working extremely hard to produce a computerized articulation of lower division required courses in the major with approximately 30 local feeder Community Colleges, we can appreciate the reluctance on the part of many four-year educational institutions to get involved in such a project without additional support. We also see how much more quickly we could have accomplished this articulation had the CAN (California Articulation Number) project been in operation.

Recommendation: Find support for the CAN project as a first step in Statewide articulation and ease of transfer. A centralized office is needed to coordinate this project, prompt its spread over the entire State system of postsecondary education, and maintain curriculum updates.

Recommendation: Investigate computerized articulation systems and make long-range plans for a Statewide computerized articulation process. Our program is on the CYBER 700, as is that of California State Polytechnic University, Pomona, and could be shared immediately with all other campuses of the State University. Allocated resources would allow further sharing of this or some other program with all California postsecondary institutions. There is no question that such articulation enhances the transfer of students from the two-year to the four-year schools. There is also no question but that further delay in planning will foster the proliferation of many more individual computerized plans -- none of which will be compatible with the others.

### INCREASING QUALITY CONTROL

A more difficult problem is quality control of the educational experience that students find in already articulated courses. We approach instructors and administrators at a Community College when our faculty complain that students who have taken a particular course cannot succeed in the more advanced course for which the Community College experience was the prerequisite. We try to tread softly with these teachers and administrators, as they feel enormously overburdened with remedial activities, lack of funding, too large class size, and often little control over their curricula. We are

in the process of planning numerous small "curriculum conferences" between our faculty and that of the local Community Colleges, but this is a very slow and time-consuming process.

Recommendation: Set up a Statewide or at least a regional challenge system. A commission of faculty members chosen from the three segments of postsecondary education, representing diverse disciplines, could review complaints of course inadequacy and mediate a solution. Either the articulation of the course or courses could be withdrawn, or the parties involved would agree to make certain changes in order to bring the quality up to the desired level.

We are aware that much of the poor quality that we perceive in transfer students in recent years is due to the lack of adequate funding for the Community Colleges. Class size is much too large in "skills" courses such as English composition and mathematics, with the result that students frequently manage to pass such courses without having acquired the necessary skills. Academic courses needed by serious transfer students for their major programs are often canceled if a minimum of 16 students do not enroll. In extreme cases, instructors have been encouraged to "keep the students in the class" by reducing the number of failures, leading to lower quality courses and lessening the probability of students' success at four-year institutions.

Recommendation: Assist the Community Colleges in obtaining sufficient funding to reduce the class size in skills courses, and protect academic courses needed by the transfer students by allowing these courses to be taught with few students. Recommend funding of Community Colleges that rests on a more rational base than average daily attendance.

We must come to grips with telecourses. We are mindful of the excellent quality of those courses designed for television through the Annenberg Foundation and others, but we are also convinced that mode of instruction is extremely important in the quality of the education experience. The number of contact hours in telecourses is often dramatically lower than in conventional modes of instruction, and the number and quality of assignments and examinations remains suspect in many cases. Currently, colleges that offer lower division, transferable courses by television are not even required to state on the transcript or in the catalog the mode of instruction. Because we articulate courses on the basis of descriptive materials, we have no way to know whether a student took the course in a classroom or in front of a television set. This causes great unrest among the faculty and jeopardizes the hard work that has gone into the articulation effort.

Recommendation: Put in place a Statewide evaluation system so that the quality of telecourses can be reviewed and measured by some agreed-upon standards. Require that all articulation documents exchanged between institutions for the purpose of establishing course equivalency indicate the mode of instruction for each course.

CARMEN M. DECKER and ROBERT M. SILVERMAN

Secretary and President, Academic Senate for California Community Colleges

The Academic Senate for California Community Colleges is encouraged by the increasing interest of the Board of Governors, the California Postsecondary Education Commission, and other segments of California's higher education in the reaffirmation of the transfer function of California Community Colleges. The Academic Senate for California Community Colleges has supported the preeminent position of this function throughout its history, as documented by the compendium of policies and positions on transfer education attached in Appendix B. It is important to note, as these resolutions attest, that the transfer function has received careful and constant attention by the faculty of California Community Colleges. Therefore, from our perspective, it would be more appropriate to approach the subject of transfer education in Community Colleges within a context of renewed commitment and revitalization of an important function, rather than to perceive it as a problem area that has suffered from neglect and is in need of reform. However, because of the complexity of the issues involved in the discussion of this subject, it would also be more appropriate to study it in a context of intersegmental responsibility, since the success of the transfer function of Community Colleges is dependent both upon the adequate preparation of high school graduates admitted to our institutions and the cooperation of four-year institutions in providing adequate transition to potential transfer students. It is a major concern of the Academic Senate that several issues of vital importance to a comprehensive discussion of the transfer function of Community Colleges be addressed from an intersegmental perspective:

- The need to determine the total number of potential transfer students currently enrolled in California Community Colleges and to establish the percentage of potential transfer students among the total student population;
- The need to understand demographic changes which are providing fewer high school graduates;
- The need to address the problem of the high rate of high school dropouts and/or underpreparation of high school graduates;
- The need to address the problem of growingly imbalanced curricular offerings at California Community Colleges to meet the needs of underprepared students at the expense of baccalaureate-level classes;
- The need to expand the ability of four-year institutions to absorb Community College transfers in impacted areas;
- The need to provide adequate funds in order to establish a comprehensive program of identification, assistance, and eventual transfer of traditionally underrepresented students;

- The need to establish criteria for baccalaureate-level courses among all segments of higher education;
- The need to establish a data base on the performance of California Community College transfers, on their persistence rate in relation to native students, and the need to share this information between Community Colleges and four-year institutions; and
- The need to develop a unified program of high school recruitment of potential college students, emphasizing the viability of Community Colleges as transfer institutions.

In order to have a comprehensive discussion of the role of Community Colleges in facilitating the flow of transfer students to four-year institutions, three areas of central importance must be considered: (1) improvement of intersegmental articulation, (2) coordination of academic support services, and (3) greater efforts to identify and meet the needs of minority students.

## INTERSEGMENTAL ARTICULATION

Although intersegmental articulation efforts in the establishment of agreements for course transferability and course credits have been successful in the past, the definition of articulation must be expanded to include the active involvement of faculty, counselors, and administrators from all segments in determining academic rigor and expected competencies. It is not sufficient to ensure the acceptance of credits from one segment to another, it is also necessary to ascertain whether those credits carry with them the necessary acquired skills and academic competencies expected of transfer students. For this reason, it is imperative that faculties throughout the segments, with the encouragement and sponsorship of their administrations, establish an ongoing academic dialogue to determine the proper academic rigor and expected competencies of students completing courses within given disciplines. This academic interaction among faculties and counselors of all segments should be encouraged and supported on a regional basis by the administrations involved. The eventual transfer and successful completion of Community College students in baccalaureate programs is not the sole responsibility of the Community Colleges, but a shared educational enterprise of all segments.

### Articulation with Postsecondary Institutions

The first step toward the achievement of successful articulation with postsecondary institutions is the recognition by all elements of postsecondary education that, although each fulfills a unique function under the Master Plan for Higher Education, they also share common educational activities -- in particular, instruction in introductory baccalaureate-level courses. In order to facilitate student transfer, faculty in Community Colleges and four-year institutions should maintain a continuous dialogue to discuss comparability of commonly taught courses in content, prerequisites, academic rigor, and expected competencies. Faculty in all elements of postsecondary

education should cooperate to develop principles in general education and comparability of learning experiences, such as in (writing and library skills) to be acquired by all students planning to achieve a baccalaureate degree. Greater interaction and exchange among faculty at the postsecondary level would not only improve the articulation of course transferability and course comparability, it would also provide a much-needed forum for faculties to share teaching technologies or methodologies and to keep abreast of the latest developments in their fields or disciplines. Furthermore, faculty interaction would also facilitate an open channel of communication for discussion of academic characteristics of successful transfer students, specific problems of those who are not, and identification and possible solution of problems faced by transfer students.

### Articulation with Secondary Institutions

California Community Colleges fulfill a unique function among postsecondary institutions in preparing underprepared or unaspiring high school students for college-level work. They also provide ample opportunities for traditional students in occupational or liberal arts areas to complete their lower division course work in preparation for transfer to four-year institutions. Because of the wide range in backgrounds of high school graduates entering our institutions, Community Colleges must strengthen their articulation activities with secondary institutions:

- Faculty members, counselors, and administrators must become actively involved in the recruitment of potential transfer students by presenting Community Colleges as an academically viable alternative for lower division course work.
- Community College administrators must become aware of the potential high school student drain that could take place if Community College staff do not become more aggressively involved in pointing out the unique advantages of attending Community Colleges for the purpose of eventual transfer.
- High school parents and high school students should be made aware of the academic strengths of Community Colleges, emphasizing the excellence and commitment of their instructional staff. Community College administrators should initiate, encourage, and support organized efforts to convey these messages to the community through both written and oral communication. They should also encourage and facilitate the interaction and exchange of Community College and high school faculties.
- Community College faculty members should maintain academic and professional ties with their colleagues in secondary institutions to discuss student expectations in college-level courses and to establish follow-up mechanisms whereby feeder high schools are kept informed of the performance and persistence rate of their graduates. Faculty members should also demonstrate initiative and creativity in designing programs for faculty in secondary institutions to assist them in updating their professional skills, particularly in fields of rapidly growing technological advancement.

All these efforts should be coordinated not only for the identification of traditional potential transfer students, but also for the identification and

assistance of underrepresented groups in postsecondary education. Community Colleges are unique in their ability to provide an opportunity for underprepared or unambitious students to acquire college-level skills and competencies for transfer to four-year institutions.

## ACADEMIC SUPPORT SERVICES

One of the great strengths of California Community Colleges in the assessment, identification, and guidance of students with transfer potential is their effective network of academic support services. Even though greatly underfunded, Community Colleges have developed complex programs of orientation, counseling, and tutorial and referral services. The development of these support services has been limited by dwindling fiscal resources throughout the State.

However, with the recent mandate of AB 851 (1983), which calls for the Board of Governors of the California Community Colleges to conduct a study of student matriculation, the importance of a system of academic support services has received much-needed attention. According to the proposed recommendation, California Community Colleges should begin implementation of various components of student matriculation, admission, assessment, orientation, placement, counseling and advising, and follow-up on student progress. Although many of these services are already being offered by many colleges, the proposal for student matriculation calls for coordination of all these activities to ensure the proper assessment of students' academic skills and the appropriate placement of students in courses where they have the greatest chance for success and the removal of identified academic deficiencies. Furthermore, a system of student matriculation also allows for the early identification of students with transfer potential. This early identification can take place through assessment mechanisms, through student declaration of educational intent, or through individual faculty identification, based on class performance.

It thus becomes obvious that admissions and records staff, counselors, and faculty members need to coordinate their activities for an efficient identification of potential transfer students and for the subsequent provision of counseling and advising to inform students of the academic requirements to complete their educational plan or to acquaint them with the different educational alternatives available to them. Additionally, faculty will be instrumental in advising students who are interested in a specific major about the expected competencies of that major and in encouraging and preparing them to succeed at four-year institutions.

Once faculty in the Community Colleges become actively involved in academic advisement and create an inevitably increased interaction with counselors, it will be possible for both to work together to identify talented students to consider the transfer option and to encourage students who did not originally identify themselves as candidates for transfer.

Faculty should also assume the responsibility of creating a college environment that parallels the experience more closely associated with four-year

institutions. Not only should faculty teaching baccalaureate-level classes maintain comparable academic rigor and standards in their courses, they should also explore the possibility of developing honors programs, special seminars, guests lecturer series, and student and faculty exchange with four-year institutions.

Administrators could contribute to this college environment by providing and supporting part-time, on-campus employment for transfer students to encourage them to be on campus for longer periods of time and, therefore, more likely to be available to participate in campus activities. These jobs could help to make campus life more central to the daily existence of transfer students and reduce the compartmentalization of their educational experience to only the hours spent in the classroom.

Counselors could provide additional assistance by contacting Community College graduates who have successfully transferred to four-year institutions and by asking them to serve as models or mentors for currently enrolled transfer students. These students would not only serve as examples of those who have succeeded via the transfer process, they could also provide current information about the problems and prospects for students who are planning to transfer in the near future.

Finally, there is an urgent need for Community Colleges to develop a uniform information system that will not only help store and analyze enrollment patterns in our institutions but also record individual student declaration of educational intent, persistence rate, and success or failure to accomplish educational goals. Community Colleges need the establishment of such mechanisms to assist in the assessment and placement of students in appropriate college-level courses and also to provide a system of early warning and follow-up of student progress. Such information can be used not only to develop longitudinal studies of retention/attrition patterns but also to develop a data base of the transfer, persistence, and completion rate of Community College students in four-year institutions. The development of this information will also allow Community Colleges to determine both the percentage of their potential transfer pool within the total student population, and their success rate in transferring this percentage to four-year institutions.

## MEETING THE NEEDS OF MINORITIES

Every concerted effort must be made to ensure that the establishment of assessment, placement, and follow-up mechanisms work to the benefit of minority students or underrepresented groups. California Community Colleges enroll a much higher percentage of minority students than any other segment of postsecondary education; however, they transfer a much smaller proportion of most minority groups than other students. California Community Colleges are traditionally, pedagogically, and ideologically committed to the principle of providing an opportunity for postsecondary education to all students -- in particular, students for whom their educational, ethnic, or socioeconomic background has limited those opportunities. Additionally, Community Colleges have become aware of demographic projections which suggest that Hispanic

At the same time, the Academic Senate would like to make some recommendations which would respond to some of the concerns expressed in this paper. The Academic Senate believes that in order for California Community Colleges to strengthen their transfer function, the State Legislature must provide:

- Sufficient funding for the establishment of an information system to facilitate the matriculation process and to provide a data base to study the performance and persistence rate of Community College transfer students;
- Sufficient funding for the implementation of a matriculation process at all Community Colleges;
- Sufficient funding for an increased provision of remedial education for students with assessed educational deficiencies;
- Sufficient funding for adequate compensation of faculty involved in academic advising;
- Sufficient funding for the increased recruitment of minority students to Community Colleges; and
- Sufficient funding for adequate staffing of academic support service areas, comparable to funding for these services at the other segments of postsecondary education.



minorities will provide the largest group of potential college students in the next thirty years. Not only should Community Colleges reinforce their recruitment activities of minority students and strengthen their articulation efforts with secondary institutions to ensure that these students are properly prepared for college-level work, they should also coordinate all staff activities to ensure that the enhancement of their transfer program does not become a tracking mechanism that effectively prevents minority students from participating in the benefits of the program.

The possibility that a reinvigorated transfer program would be intimidating to some students could be a special problem among minority students who do not perceive of themselves as candidates for eventual transfer. Students from families without a history of college attendance, or those with a greater number of academic deficiencies to surmount, might be less likely than others to aspire to be integrated into the transfer program. This potential problem would have to be recognized from the outset, and a special effort would have to be established in order to identify and assist such students upon admission to the college. Not only would the initial assessment process have to be evaluated to ensure its sensitivity to cultural differences, the counseling and advising sessions would also have to establish an adequate program to help overcome any identified academic deficiencies and to secure a sufficient array of support services to create a learning situation that would maximize the opportunities for success. These measures could be coordinated with the established Extended Opportunity Programs and Services to monitor and enhance student achievement. The counseling program would also need to provide information about the sources and means of financial aid and project a system of financial aid that could be coordinated with a transfer program.

It is also important that all students -- but especially minority students -- have available role models both among faculty and student mentors who can provide social support for the legitimacy of the transfer function. It is essential that students realize that others from similar cultural and socioeconomic background have been able to succeed via the transfer function of the Community Colleges. The availability of these appropriate role models will also encourage students to involve themselves in the range of student activities that are available to them.

## CONCLUSION

The faculty and the Academic Senate for California Community Colleges remain committed to the importance of the transfer function in the mission of the Community Colleges and are willing to participate in the current discussions of this issue with the anticipation that they will lead to an opportunity to review and revitalize this essential function of our institutions. We also remain committed to the open-access policy of Community Colleges and to the provision of a second opportunity for less traditional students. Our commitment to this position is not antithetical to the maintenance of academic standards or academic rigor; however, it necessitates the careful planning and coordination of all support systems in our colleges to ensure the maximum benefit for the maximum number of students.

NORMAN K. HOLSINGER

Southern Vice President  
Community College Council/California Federation of Teachers

We know from Commission reports on transfer students that from 1979 to the present the number of Community College transfers to both the University of California and the California State University has remained fairly constant with a slight upturn in 1983. This has occurred at a time of declining high school graduation Statewide. It also has occurred at a time in which the University has been oversubscribing first- and second-year students.

What we do not know is what these data mean. While these data provide one avenue of assessing the performance of Community Colleges in the transfer area, they by no means offer the most complete picture possible.

However, there are ways to begin to know some of the things we do not know by pursuing new areas of research, such as:

1. Identifying the pool of potential transfers as a way to determine an accurate rate transfer from Community Colleges. Not all first-year students under 19 years of age are potential transfers, nor is transfer limited to those who are 19, 20, 21, 22, etc.
2. Assessing the upper division performance of Community College transfers. Those originally eligible to attend the University and the State University must be separated from those not originally eligible, and then compared to those who entered the University and the State University in their first year.
3. Identifying reverse transfer students and assessing their performance upon returning to the Community College segment

The Board of Governors of the California Community Colleges has begun to collect data in these areas, and we in the Community College Council applaud their efforts. I am sure that the Commission in the near future will be looking at similar data.

The Commission's reports on transfer students do identify one area of major concern -- the underrepresentation of Black, Chicano, and Native American students among transfers to the University and State University relative to their numbers among first-time Community College students under 19 years of age. I believe that everyone perceives this as an area of major concern. Anyone who believes in the principle of democratic access to higher education would see this as a major problem. It is a problem which must be rectified.

Matriculation has been discussed as a possible solution to the problem of underrepresentation. The Community College Council has some reservations about the various matriculation programs as they have been conceived. Testing of students alone, with its potential for cultural bias and for

limiting enrollments, is not the answer. The creation of a brochure alone is not the answer. The common numbering of courses alone is not the answer. It is our belief that matriculation will work with intensive counseling and follow-up on the progress of potential transfer students during their Community College experience.

This takes money. At this time, there is a question as to whether the Legislature and the Governor will provide adequate funding to make the program effective. If adequate funds are not provided, then the proposed matriculation programs will produce some assessment testing, some brochures, and some common course designations, and not much else. Thus, I would like to commend Director Callan for his recent statement on Community College finance, and the Commission for its approval of the statement with urgency.

## MARY ANN PACHECO

President, Community College Association, and  
Instructor, Communications Department, Rio Hondo College

As this year's president of the Community College Association, an affiliate of the California Teachers Association and the National Education Association, I have been able to visit many Community College campuses and to discuss issues of concern to faculty on these campuses. An important issue has been the mission of the Community Colleges in all of its variety, and within that mission, the role of the transfer program.

The Community College Association believes that the transfer function of the Community Colleges is a crucial one. It provides the key to access to higher education in this State to students who would otherwise find higher education effectively denied to them. All policy decisions must be made with this important idea in mind. Any barriers which inhibit student access to Community Colleges and which inhibit their ability to transfer to the other segments of higher education must be removed.

Policy makers also should recognize the quality of instruction found in the transfer program in the Community Colleges. These colleges are not simply "prep schools" for the California State University or the University of California. The need for remediation is not limited to any one segment of higher education but instead applies to all segments. Like the four-year institutions, the Community Colleges teach not only the content of the academic disciplines in their undergraduate transfer programs but also those skills which allow students to think creatively and to respond to changes in the world around them.

Another important area which must be considered in policy decisions is the reality of changing demographics in California. We do ourselves a serious disservice if we continue to think of today's Community College students in the same vein as pre-World War II students. Today, the 18 year-old middle-class white male is not the typical Community College student interested in transferring to the University. Statewide policy on the transfer function must reflect the changing nature of the population throughout the State. It must be flexible enough that it does not create additional barriers for California students while maintaining the integrity of lower division undergraduate work. And decision makers must remain flexible enough to recognize that our changing population may need a variety of programs prior to and concurrent with the transfer program to reach their educational goals.

## RECOMMENDATIONS

The Community College Association supports the work and the recommendations of the Academic Senate of the California Community Colleges and the plan of the Board of Governors for improving the Community College transfer function. Specifically, we recommend the following actions:







































































































































































































